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ABSTRACT

The 10 issues of this organizational bulletin for the 1994/95 school year present articles, panel discussion, interviews, and essays on issues concerning the advancement of higher education. Some of the articles included are: an interview with American Association for Higher Education (AAHE) board chair Helen Astin; an article titled "Academic Citizenship" (K. Patricia Cross); an interview with Richard Hersh on new research on perceptions of liberal arts education; an article on helping students take charge of themselves titled "Empowering Lifelong Self-Development" (Arthur Chickering); a special issue reporting on the AAHE national conference and its theme focusing on organizing to serve society's needs and listing events in a preliminary program, describing workshops, and announcing special conference events; an article on the Department of English at Pennsylvania State titled "Recapturing Departmental Community" (Robert Secor); an interview with Bobbi Gutman of Motorola Corporation on that company's pursuit of diversity in its workforce; a special issue on assessment and quality anticipating a 10th annual conference on these issues; an article on students working in partnership with faculty in discipline-based inquiries titled "Embracing Undergraduate Research" (John Strassburger); and a description of the emergence of tenure as an issue of media attention and public debate. A supplement contains reources for 1995 including publications; audiocassettes; listserve; fax/access; and periodicals. (JB)

ED 386 123

AMERICAN ASSOCIATION FOR HIGHER EDUCATION (AAHE) BULLETIN

1994-95

HE 028 531

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A A H E

September/1994 Volume 47/Number 1

1995 National Conference on Higher Education

Call for Proposals

"The Engaged Campus: Organizing to Serve Society's Needs"

Beyond Ourselves

An Interview With Board Chair Helen Astin

Stuck at the Barricades

Can Information Technology Really Enter the Mainstream of Teaching and Learning?

BY WILLIAM GEOGHEGAN

Academic Advising

BY TOM KERR AND GARY KRAMER

AAHE NEWS

BOARD ELECTION RESULTS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

In this issue:

It must be September, because this issue of the *Bulletin* contains the Call for Proposals for AAHE's next National Conference on Higher Education (March 19-22), AAHE's flagship meeting and the event we think most expresses AAHE's values. Begin with president Russ Edgerton's essay, which lays out our thinking about this year's theme — "The Engaged Campus: Organizing to Serve Society's Needs." Follow that with the interview by vice president Lou Albert of Board chair Helen "Lena" Astin, in which she describes her image of what "being engaged" might look like. Then get down to work with the Call for Proposals itself, including the Proposal Submission Form on page 9.

Note, particularly, that again this year the National Conference will have a strong technology undercurrent. For more, see the box on pages 6 and 7, and the article by William Geoghegan (and invitation to respond) beginning on page 13.

—BP

CALL FOR PROPOSALS
1995 National Conference on Higher Education

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September 1994/Volume 47/Number 1

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1995 National Conference on Higher Education
Call for Proposals

"THE ENGAGED CAMPUS: Organizing to Serve Society's Needs"

by Russell Edgerton
President, AAHE

A recent Sunday *New York Times* article by William Honan, titled "At the Top of the Ivory Tower the Watchword Is Silence," began:

> "A generation ago, . . . college and university presidents cut striking figures on the public stage. They called for the reform of American education, proposed safeguards for democracy, sought to defuse the cold war, urged moral standards for scientific research and addressed other important issues of the time.
>
> Today, almost no college or university president has spoken out significantly about Bosnia, Haiti, North Korea, health care, welfare reform, the attack on the National Endowment for the Arts or dozens of other issues high on the national agenda" (July 24, 1994).

The accompanying pullout quote reads: "Once upon a time, university presidents had something to say about the outside world."

One can quarrel with his view of leadership as the hard-pressed figures at the top. But Honan does express a sentiment that is widely felt by thoughtful Americans in all major sectors of society. Put bluntly, that sentiment is: Where the hell is higher education?

Selecting a Conference Theme

When AAHE's Board convened last spring to brainstorm themes for the 1995 meeting, Honan's article had not yet appeared. As is our custom, Board members offered their views of pressing issues that needed attention, and the pile quickly grew: revenue shortfalls . . . ways to do more with less, including restructuring . . . curricular simplification . . . prospects for effective uses of technology . . . the gush of new accountability agendas. . . .

Later, in debriefing the meeting with the Board's incoming chair, Helen ("Lena") Astin, we realized that underneath all those particular issues there *was* a persistent theme: how to respond to pressures and demands coming from *outside* the academy. Lena's own conviction was that we in the academy needed to get "beyond ourselves" and engage society's larger needs. (For more, see the interview with Lena Astin that begins on p. 10 in this issue.) In mid-June, we set sail on this new course, and chose "The Engaged Campus: Organizing to Serve Society's Needs" as the theme of AAHE's 1995 National Conference.

The question of how higher education can improve its relations with the larger society is not a new one for AAHE. Recall that the theme of the 1992 National Conference was "Reclaiming the Public Trust." And it was at that meeting that Derek Bok, who had just stepped down from the Harvard presidency, made a compelling statement (carried in the July/August *Change* magazine) about what higher education needed to do.

Reflecting on the barrage of criticism directed at higher education in recent years, Bok argued that we should look beyond the specific abuses making headlines to deeper issues. Most of the practices being criticized, he noted, had been around for years. The interesting question was why, today, did the criticism of them find such an eager and broad audience? His answer was that higher education had lost the connection it once had in the public mind as an institution helping to address society's pressing needs.

In the 1950s and '60s, Bok reminded us, our campuses were visibly and actively engaged in two great ventures that Americans perceived as central to the progress of the nation. The first was the United States' spectacular scientific and technological race with the Soviet Union. The second was the dramatic expansion of access to higher education in response to the baby boom and the civil rights movement.

The problem, as Bok noted, is that these national accomplishments are long past. As the nation now struggles with a new array of problems — violence, health care, teenage pregnancy, school reform — higher education is no longer seen as part of the solution. Worse, we are seen as fiddling while Rome burns.

Two large agendas emerge from this diagnosis, and it's useful to see what AAHE has been doing about them up to now.

The first and obvious agenda is for higher education in general and the research university sector in particular to focus new attention on undergraduate education. The disconnect here is one of priorities. As in health care, in the eyes of our thoughtful public, the balance between generalist care (read "undergraduate and general education") and costly specialized services (read "research" and "specialized upper-division and graduate training") is out of whack.

The quality of undergraduate education, of course, has been a core agenda of AAHE for nearly a decade. Since the flurry of reform reports in the mid-1980s, AAHE has been, as K. Patricia Cross has put it, "taking teaching seriously." A number of AAHE's National Conferences have been devoted to that idea. Three of our special programs have the improvement of undergraduate education as their central aim.

The second agenda that emerges from Bok's diagnosis — to be engaged as "part of the solution" to society's problems — is more elusive. Several of AAHE's programs have been wrestling with some of the pertinent issues, such as the evaluation and recognition of professional service. Another is deeply involved in one particular arena of service — the role that colleges and universities can play in improving the nation's schools.

But even with this background, pursuing the theme of "The Engaged Campus" will take AAHE into uncharted waters. By setting that course, we hope to signal a more vigorous interest in, and commitment to, this task of reconnecting higher education to the needs of the larger society. It will not be an easy course to navigate. We appeal for your involvement and help.

Rethinking All Our Tasks

One thing's for sure: To avoid being becalmed, we must let go of the traditional academic conception of "service," as in "teaching, research, *and service*." "The Engaged Campus" is *not* a program that is simply about outreach efforts and add-ons and the things faculty do "other" than teaching and research.

Indeed, a useful starting point for thinking about "The Engaged Campus" is to realize that *all* of the critical tasks we do — teaching, research, and professional outreach — need to change if we are truly to connect with the needs of the larger community. The challenge is not simply to do — at a higher level of quality, with more productivity, and with more accountability — the tasks we have always done. We also need to rethink which tasks are most *essential* for us to perform.

Take research. In the 1960s, when the public directed higher education's energies at competing with the Soviet Union, no one was asking hard questions about what *particular kinds* of research and training would meet particular social needs. The goal, including the specific goal of putting a man on the Moon, was to build America's general scientific and technological capability.

Today, our public constituents are interested in strategic investments, research that yields discernible, practical benefits. The overriding issue on today's national agenda is how America is to earn its national living in a competitive global economy. Basic research is relevant; but applied knowledge fields and outreach are even more so. Indeed, as Derek Bok has argued, universities that really wanted to contribute to America's competitiveness would spend a good deal more time upgrading the status, quality, and funding of the applied knowledge fields that bear directly on the quality of the nation's workforce — fields such as education, nursing, and social work that currently are at the bottom of the campus pecking order.

Or take instruction. New demographics, changes in family life, and the awesome power of the mass media have altered the characteristics of the student body we have been used to. And what these new students need to know and be able to do upon graduation is changing in radical ways, as well. We now recognize that acquiring knowledge of a particular subject is quite different from acquiring the understanding and abilities needed to *use* that knowledge to perform important intellectual tasks.

Further, the acquiring of understanding and abilities requires an altogether different mode of teaching. Students can learn *about* things by reading and being told; they learn *how to do* things by doing them. The professor's role must shift from didactic instruction to designing tasks that students perform — and then coaching and assessing their performance as it goes along.

Happily, many campuses are moving on just these kinds of agendas. Interdisciplinary centers and institutes of all types have sprung up alongside discipline-based departments. General-education reforms at many campuses focus on social problems and other integrative themes. First medical schools, then business schools, have been converting to problem- and project-based curricula. Clinical and field-based work and case-based curricula are being taken more seriously.

But all these developments run against the grain — against the prevailing definitions of what's best, against the current indicators by which campuses are measured, against the structures and units in which faculty work typically is organized, against the prevailing reward systems, against the ways scholars are organized, against the ways that the national markets for faculty are organized.

Accordingly, as we set sail, let's agree that we need to rescue "service" from its association with add-on programs and "other" activity. Let's change the noun to an action verb, and put "serving" at the center of all we do. Then, guided with this new vision, let's go after William Honan's challenge. After all, we *do* have much to offer the outside world. ■

1995 National Conference on Higher Education
March 19-22 ■ Washington Hilton Hotel ■ Washington, DC

"The Engaged Campus: Organizing to Serve Society's Needs"

CALL FOR PROPOSALS

In his essay that precedes this call, AAHE president Russell Edgerton lays out the rationale for AAHE's selection of "The Engaged Campus: Organizing to Serve Society's Needs" as the theme for the 1995 National Conference on Higher Education. Board chair Helen Astin contributes further perspective in the interview that follows.

Consider participating in the conference by submitting a session proposal that addresses one of the questions contained in the theme-related session clusters below (or, as always, other topics and issues important to higher education):

1. Leadership for change.

- On some campuses, leaders have not just downsized but reorganized programs around new visions of the critical contributions their campus can make. What are these visions?
- Are there alternatives to the familiar mechanisms of campus governance that are less adversarial, more collaborative, and more effective?
- Much has been said and written in the past decade about academic leadership. What are the key ideas that have emerged from these studies?
- Centered leadership: How can institutions cultivate character, values, and personal growth for leaders at all levels?
- A number of institutions and programs have reached out to involve their key stakeholders in the process of setting new goals. How have they gone about this? What are the outcomes?
- Change can be shallow or deep; it can entail add-on offices and programs, or restructuring and genuine transformation. What have we learned about how to get to deeper levels of change?
- Should institutions devise ways to reward faculty *group* efforts? For example, might there be policies that would reward departments, not just individual faculty members, for teaching excellence? What is the experience of campuses that have tried this?
- How can we most effectively evaluate and reward faculty who engage in professional service to their local communities? What can we learn from colleges and universities that are already doing this? What needs to change for more institutions to get involved?
- Is the growing participation of faculty (and students) on the Internet overcoming patterns of isolation and supporting collaborative work?

2. New frameworks for research, teaching, and service: from disciplines to social problems.

- Many believe that the central tasks of instruction in an information society expand beyond learning about things to learning how to do things, and to acquiring habits of life-long learning. What are the barriers to moving beyond "covering subjects"? How can these barriers be overcome?
- As employers redefine the skills they need, their requirements look more and more like the outcomes and abilities generally associated with a liberal education. If the requirements for vocational, preprofessional, and general education are merging, what are the implications for curricular design?
- In our increasingly "freelance" economy, we hear that our graduates must lead "portfolio careers." What curricular/pedagogical experiences prepare them for such an environment?
- Many business schools recently have undergone revolutionary changes, including teaching that moves beyond knowledge transmission to the development of managerial skills. Medical schools are similar. What can the rest of higher education learn from their experiences?
- The nation's international agenda has shifted from a scientific and technological race with the

USSR to international competitiveness, ecology, and nation building. What are the implications of this shift for scholarship and institutional outreach?

- Some have argued that if we really want to contribute to competitiveness, we would elevate the status of applied fields that affect the quality of our workforce . . . such as business, teacher preparation, and the health professions. Where are the major institutional examples of this kind of change?
- In professional schools and in other settings, campuses are experimenting in significant ways with the formation of student cohort groups and learning communities. What can we learn from their experiences?
- Voluntary service, service-learning, internships, and study abroad are all too often done apart from the curricular mainstream. How can we more closely connect "outside" experiences with the curriculum?
- Which disciplines have been most successful in redefining their discipline as an inclusive community of inquiry in which teaching and service are seen as "enacting" the discipline rather than as add-on duties?
- How well will faculty members' changing patterns of use of teaching materials — books, print excerpts, and electronic media — match changing institutional goals and demographics?
- Action learning and problem- and field-based pedagogies require new roles for faculty and new academic support systems. Are there campuses that have managed to make this transition, and what can we learn from them?
- Community service and service-learning provide rich opportunities for students and faculty to engage in intercultural learning. How can such programs enhance such learning?

3. Outreach: new connections to the local community.

- If campuses thought of themselves as part of a larger educational enterprise, they would see many interdependencies between themselves and the schools. Decisions about admissions, teacher preparation, applied scholarship and outreach, the sharing of resources, even personnel policies would all be made with impacts on schools in mind. Are there examples of this kind of interdependency and responsiveness? What incentives would expand the number and quality of such relationships?
- A growing number of urban campuses are organizing programs and services around community needs. When this happens, what is the role of community leaders and agencies in program design

Information Resources & Technology at the Conference

Every topic, issue, and question mentioned in the Call for Proposals will be touched — some lightly, some deeply — by information technology in the next ten years and beyond. At the 1995 National Conference, AAHE and its Technology Projects will aim to reflect that future, in three special efforts:

First, thinking about the "ecology of learning," we recognize that shifting patterns in the tools and materials available to support teaching, learning, and research influence how we do our work — and how we do our work, in turn, can influence the shape of new products and services. Consequently, the conference will plan to make information resources and technology an integral part of the content of many sessions that focus on other areas.

Second, all presenters will be encouraged to use new technologies whenever appropriate to enhance the quality of their communication with the audience — both at the conference itself and, perhaps, beyond. Among the sessions in 1995 will also be some that demonstrate, introduce, explain, or challenge specific applications of information technology.

Third is something new for AAHE, called the AAHE TLT Roundtable.

AAHE's New TLT Roundtable

Attractive new applications of information technology continue to arrive, many apparently holding out great promise for education. In fact, since the 1960s, every few years someone predicts a revolution in education based on the newest applications of information technology. Why hasn't this revolution occurred? More accurately, why hasn't information technology had a wider and deeper influence on teaching and learning?

Consequently, this fall, institutions will be invited to develop on their campus a Teaching, Learning & Technology Roundtable, and to identify a team from that Roundtable to participate in a "conference within the conference" in Washington in March. Within the framework of the National Conference, the TLT Roundtable sessions will be designed to help the teams build and support their own Roundtables. Each campus Roundtable will involve the institution's chief academic officer, and rely on the participation of representatives of several key campus stakeholders and support services — including both faculty already involved with instructional uses of information technology and faculty who are in the "mainstream" and still uninvolved with instructional and administration? What have we learned from these efforts about issues of resource allocation, curriculum, the uses of faculty time, etc.?

- How can campuses best share their computer and other information technology facilities within their local communities? How can new telecommunications options support community and collaboration within and among different groups?

4. Accountability: communicating our processes and results to external constituencies.

- Campuses that are trying to serve their local and regional communities feel that they are held accountable for things — such as generating dollars for sponsored research projects — that don't measure what they are about. How do we get beyond the traps of "indicators" that hold us accountable for the wrong things?
- Many states are searching for ways to allocate part of their funds on the basis of results rather than enrollments or other inputs. Are there desirable methods of performance funding?
- We are learning to live with consumer report rating systems such as that in *U.S. News and World Report*. Most everyone thinks that the criteria and methods on which these ratings are based should be improved. What specific improvements might we propose?
- What next steps might help the restructuring of regional accreditation become a reality? To what extent *should* accreditation attempt, through public disclosure, to satisfy the demand for more accountability?
- How will colleges and universities make use of the emerging National Information Infrastructure to enable key constituencies — both "inside" and "outside" the ivy-covered walls — to gain easy access to institutional information? What new privacy issues might emerge?

Other Ways to Get Involved

In addition to presenting/proposing a session at the National Conference, consider these other ways to become involved:

Exhibit program. Higher education institutions and other nonprofits are invited to join commercial exhibitors in the conference's Exhibit Program. Contact AAHE to reserve booth space to display information about your programs, centers, services, and publications. For more information about the Exhibit Program, contact Judy Corcillo, conference coordinator, at 202/293-6440 x22. →

uses of information technology.

The TLT Roundtable events will start with a special preconference meeting for the teams, followed by a series of special sessions and activities designed specifically for them. (Team members will be free to attend the larger National Conference's open sessions, too, as time allows.)

This fall, AAHE is working to identify as models or pilot sites several campuses that already have taken some steps toward developing such Roundtables. AAHE hopes to work with them to begin a process of communication and collaboration to be enlarged upon at the National Conference to include the additional institutions attending.

Team goals. By the end of the conference, AAHE hopes that each Roundtable team will have:

- identified needs that must be met to enable it to serve its home institution more effectively;
- made a commitment to further participation in a network of mutual support, possibly including local or regional meetings;
- developed single-year and multiyear agendas for its TLT Roundtable, and helped refine AAHE's agenda for supporting that process;
- defined and launched specific projects requiring collaboration across campus boundaries.

Program planning. AAHE's process of developing a miniconference program for the Teaching, Learning & Technology Roundtable is still in its early stages. If you would like more information about how to participate in the AAHE TLT Roundtable, or any other aspect of the information resources and technologies activities being planned for AAHE's 1995 National Conference, contact: Steven W. Gilbert, Director, AAHE Technology Projects, at AAHE, ph: 202/293-6440 x54, e-mail: GILBERT@CLARK.NET.

Listserv

If you have an electronic mail account that permits you to send and receive messages on the Internet, you are welcome to participate in the ongoing discussion of AAHE's moderated Listserv (called AAHESGIT) on topics of teaching, learning, and information resources and technology. Further exploration of the idea of the AAHE TLT Roundtable will take place on AAHESGIT in the months ahead. To be subscribed, send your e-mail address to Steven Gilbert (contact information above) and he will add your name to the list. Or, if you prefer to subscribe yourself, send the e-mail message SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME to the address LISTSERV@GWUVM.GWU.EDU (Internet) or to LISTSERV@GWUVM (BITNET). ■

Caucuses and Action Communities. AAHE members also can get involved in the conference by participating in the work of one or more of AAHE's member networks. Caucuses and Action Communities develop workshops, sessions, and other professional networking opportunities. *AAHE's Caucuses:* American Indian/Alaska Native, Asian Pacific, Black, Hispanic, Lesbian/Gay, Student, and Women's. *AAHE's Action Communities:* The Research Forum, The Community College Network, Classroom Research, Collaborative Learning, Faculty Governance, Educational Technology, and Service. For more information about any of these member networks, contact Judy Corcillo, conference coordinator, at 202/293-6440 x22.

Forum on Exemplary Teaching. In addition to numerous open sessions and activities for faculty, the conference program also will include the annual Forum on Exemplary Teaching. Sponsored by the AAHE Teaching Initiative since 1989, the Forum consists of a series of presentations and roundtable discussions that offer designated faculty the chance to become part of a network of excellent teachers who also care about the improvement of teaching beyond their own classrooms. Invitations to send a delegate to the Forum will be mailed to chief academic officers early in the year, or contact Erin Anderson, project assistant, AAHE Teaching Initiative, at 202/293-6440 x42.

Proposal Guidelines

AAHE welcomes your proposals for organizing and/or presenting general and/or poster sessions *on this year's theme* or *on other topics and issues* important to higher education.

Also encouraged are letters about the kinds of sessions you, as a potential *attendee*, would like to see on the program.

Session format. A *general session* is typically one to three presenters addressing a topic through a combination of lecture and discussion lasting 50 to 75 minutes. In a *poster session*, presenters develop visual displays that highlight the results of innovative programs, new research, methods of practice, or successful solutions to problems faced by campuses, and offer papers/handouts with more detailed information if needed. Presenters give short talks (5-10 minutes) about their topic, followed by time for questions and comments. These presentations repeat periodically throughout the time band, and are staged in the Exhibit Hall.

Proposal letter. Your proposal letter must include the following:

- A description of the problem or issue you will address.
- The audience you intend to reach, and the significance of your topic for that audience.
- How you intend to use new information technologies/resources (if appropriate) to enhance the quality of your communication with the audience — both at the conference itself and, perhaps, beyond.
- The qualifications of *all* presenters, and the roles they will play in the session (moderator, discussant, etc.).
- A one-paragraph abstract of the session, which will be printed in the final conference program (subject to editing by AAHE) if your proposal is accepted.

Proposal submission form. This issue of the *Bulletin* contains a reproducible Proposal Submission Form (see page *right).* To be considered, your proposal letter must be accompanied by a completed form. (Photocopies of the form are acceptable.)

Mail/fax/e-mail. Send your PROPOSAL LETTER (3 pages max.), accompanied by a completed PROPOSAL SUBMISSION FORM, to NCHE Conference Proposals, c/o Louis S. Albert, Vice President, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: 202/293-0073; e-mail: AAHELA@GWUVM.GWU.EDU.

Deadline. All proposals must be received by AAHE on or before *October 21, 1994.* All proposals will be acknowledged via U.S. mail by November 15, 1994. You will be notified in December about the status of your proposal.

Fees. If your proposal is accepted, you should plan to attend the conference as a *paying registrant.* (If you invite others to participate in your presentation as moderators, panelists, etc., please notify them of the registration requirement and fees.) Registration forms will be mailed to all presenters in January 1995. ■

1995 National Conference Fees

	AAHE Members:	Nonmembers:
Regular:	$245	$330
Discount:		
F/T Faculty	$195	$280
Retired	$145	$195
Student	$115	$165

AAHE's 1995 National Conference on Higher Education Proposal Submission Form

Please print or type. Include ALL information as requested to facilitate our consideration of your proposal. Mail or fax this completed SUBMISSION FORM along with your PROPOSAL LETTER to: Louis S. Albert, Vice President, American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: 202/293-0073. Proposals must be **postmarked or faxed by October 21, 1994.** We will not consider proposals that are submitted without a completed form.

1. Session Title (subject to editing):

2. Proposed Session Format:

☐ **General Session** — Typically one to three presenters addressing a topic through a combination of lecture and discussion lasting 50-75 minutes.

☐ **Poster Session** — Presenters in these sessions develop visual displays that highlight information about their projects, offer papers/handouts with more detailed information if needed, and give short talks (5-10 minutes) about the projects. These interactive sessions will take place in the Exhibit Hall and will be scheduled to repeat during one or two time blocks lasting approximately 2 hours.

3. Proposed Audience:

☐ General
☐ Faculty
☐ Administrators
☐ Particular Group(s):

4. Primary Presenter (contact person):

Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail (indicate Internet or other)

Other Presenters (no more than 3, including any Moderator):

Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail (indicate Internet or other)

Name
Title
Institution
Address
City State Zip
( )
Daytime Phone
( )
Fax
E-mail (indicate Internet or other)

Name
Title
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Address
City State Zip
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Daytime Phone
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Fax
E-mail (indicate Internet or other)

5. Audiovisual Equipment Needed:

If you will be using a computer, we prefer that you provide your own; however, specify below what type/model you will be providing (e.g., IBM or Mac, etc.) and what additional equipment you will need (e.g., LCD panel). If you are requesting that AAHE provide a computer, please be specific about hardware *and* software.

6. Proposal Letter:

Attach your proposal letter (3 pages max.) as described in the "Proposal Guidelines" in the Call for Proposals.

7. Presenter Release:

Upon acceptance of this proposal, AAHE is hereby authorized to record and/or publish any material presented during this session at the 1995 National Conference on Higher Education. I/we also authorize AAHE to record, reproduce, and distribute audiocassettes of this presentation, and I/we waive any rights to fees or royalties associated with the printed or recorded reproduction and distribution of these materials.

Signature of primary presenter, on behalf of all presenters

Date

BEYOND OURSELVES

an interview with AAHE Board chair Helen Astin

by Louis S. Albert

This summer, as part of the process of developing a theme for AAHE's 1995 National Conference on Higher Education, vice president Lou Albert talked with incoming AAHE Board chair Helen ("Lena") Astin about the dangers and opportunities facing our nation's colleges and universities. (Astin is professor of higher education and associate director of UCLA's Higher Education Research Institute.)

Albert

Their conversation spanned her long-standing interest in issues of diversity, service, and leadership development. At the center of her message is a strong conviction that it is time for academic professionals to get "beyond themselves," to more intentionally connect their personal and institutional resources to the needs of their immediate communities and to those of the larger society. *—Eds.*

ALBERT: Lena, I know you are deeply concerned about the problems higher education is facing — declines in public trust and confidence, underfunding, demands to accomplish more with less, and competition from other providers. Despite those concerns, I've often heard you speak about today's environment as one of "promising opportunities." What's the basis for your optimism? What are those opportunities?

ASTIN: Of course I'm concerned about public criticism of our institutions. But I believe that the current focus — by national and state leaders, regulatory agencies, governing boards — on issues of quality, accountability, and productivity is their way of asking higher education, "Are you still with us?" Underlying their criticisms is a pretty distinct message, a calling from our constituents to connect our research, teaching, and service to the needs of communities and society at large.

Astin

It won't be easy, but I think the way to improve our current situation is to be more self-conscious and purposeful about reaching "beyond ourselves" and responding to that call. In essence, we need to say, "Yes, we are still with you. We will reach out with our resources and expertise to meet your needs."

ALBERT: In a way, you're talking about a new way of thinking about accountability, in a proactive rather than a reactive sense.

ASTIN: We're always on the defensive and feeling sorry for ourselves that people are criticizing us. I think the time has come to say, "We are here. We are part of the larger society. We have the talent. We have the human resources, and we have the caring for our society and for our community." I really think we can do it.

Service to the Community

ALBERT: If I hear you correctly, when you use the expression, "beyond ourselves," you're not talking just about the need for changes in state or campus policy. You're referring to the kind of personal commitments that are essential to move from talk to action. What can individual faculty and administrators do to get "beyond themselves" by way of making the academy a more responsive place?

ASTIN: One of the reasons for my optimism is the observation that growing numbers of faculty and administrators, in every kind of institution, are already making personal commitments to programs and services that respond to genuine community needs. Campus professionals are reaching "beyond themselves" in such arenas as K-12 school reform, action research, community service and service-learning, economic and job development. In each of these areas of work, people are thinking creatively about how to connect their individual and collective expertise to the needs of the communities in which our institutions exist. For many, this is a new direction, personally and institutionally. But those who have taken the first steps have found their efforts to be very rewarding . . . and appreciated.

ALBERT: On many campuses, the current budgetary climate doesn't seem very supportive of people with new agendas. Indeed, the incentives and rewards for involvement can be quite negative. And how do you respond to the faculty person who says, "But basically what you're talking about is an add-on. I'm already working 50 to 60 hours a week. I just don't have the time!"

ASTIN: Lou, I'm certainly not calling for more work for what is already a very busy group of people. But, quite frankly, I don't view working with and for our communities as an add-on. In my way of thinking, it's not so much a need to do something different as a need to truly value some of the things we are currently doing in response to community needs. Those faculty and administrators who have self-consciously connected their *teaching, research, and service* to the needs of their communities have found a way to make subtle shifts in the focus of their work and in their use of time.

ALBERT: But the numbers are still relatively small. How can we make it possible for larger numbers of faculty and administrators to experience this kind of renewal?

> **"I believe that the current focus — by national and state leaders, regulatory agencies, governing boards — on issues of quality, accountability, and productivity is their way of asking higher education, 'Are you still with us?'"**

ASTIN: That work is well under way. Most campuses have placed a high priority on reviewing and revising faculty incentive and reward systems. In my opinion, campuses that emphasize building meaningful connections between themselves and their communities are more likely to receive public support. That is why it is so important for faculty and administrative leaders to recognize both the personal and institutional benefits of reaching "beyond ourselves" in shaping policies that deal with faculty work and its rewards. It's what I sometimes refer to as a "socially responsive" institutional agenda.

Leadership for Social Change

ALBERT: Lena, even if incentive and reward systems fully encouraged campus-community connections, enlightened leadership still will be needed to get us from here to there. The topic of leadership has been a major research focus of yours for years. I've just reread your outstanding 1991 book with Carole Leland, *Women of Influence, Women of Vision* (Jossey-Bass), with its case studies of seventy-seven women leaders, and I wonder: How do the insights from that research apply in the context of this conversation?

ASTIN: In the research that led to our book, Carole Leland and I studied the process of leadership for social change. We viewed leadership as a creative process, unlike management, which is a process of maintenance. Leadership exists when there is a goal or action intended to bring about change in an organization, a change that will improve people's lives.

ALBERT: Among the women you studied, what were some of the characteristics associated with their effectiveness as leaders?

ASTIN: One of the goals of our research was to develop a conceptual model based on the experiences of the leaders we interviewed. In our model, we underscore the nonhierarchical nature of leadership and the view that the leader is a facilitator who enables others to act collectively toward the accomplishment of a common vision. Collective action, passionate commitment, and consistent performance are the essence of the leadership exhibited by the women in our study.

ALBERT: In *Women of Influence, Women of Vision*, you refer to the connection between collective action and empowerment as one of the cornerstones of leadership. Tell me more about that connection.

ASTIN: Effective leadership is a process by which members of a group are empowered to work together toward a common goal or vision, one that will create change and transform institutions. For this to happen, the emphasis must be on collective action — synergistic behavior that is associated with the sharing of responsibilities and the distribution of tasks according to each group member's unique talents, knowledge, and expertise. Self-empowerment is what enables people to function collectively.

ALBERT: You also asked the subjects of your study about strategies for change.

ASTIN: Our leaders identified three key ingredients: be clear about your values; be a good listener; and do your homework. Their leadership is embedded in strong and clear values that guide their behavior. These women see their primary role as one of providing vision, of having a point of view that articulates clearly an institutional mission. The issue is how to communicate that vision, empower others, and create a collective that shares the vision and acts to bring about the desired change.

ALBERT: Part of the process of creating that collective sense is to be a good listener.

ASTIN: Yes. Listening and learning from others and giving credit to them are essential strategies for empowering them. If you value others, you listen to them, you trust them, and you are open to their pointing out problems or your mistakes.

ALBERT: The third strategy for change expressed by those women leaders is to "do your homework."

ASTIN: One of them put it quite simply: "Build trust and know your stuff!" The leaders we interviewed consistently stressed the importance of being prepared, of knowing what you are talking about, gathering the facts, developing a blueprint.

ALBERT: Lena, unfortunately, not enough people in positions of campus leadership see their roles in the nonhierarchical and connected manner you've just described. We clearly need more leaders who function this way. What are the implications of your study for leadership development?

ASTIN: Our findings underscore the fact that important links and transitions can and should be made between generations of leaders. We need to encourage leadership development that capitalizes on the rich opportunities for interdependence that accompany linking leadership generations, and we need to create teaching roles for seasoned leaders to transmit knowledge and to mentor their successors.

In our work, we have argued for leadership education that involves active learning — that is, the participation of future leaders in purposeful activities where they can test competencies, take risks, manifest values, and at the same time receive support, counsel, and validation from more-experienced leaders.

Service-Learning and Diversity

ALBERT: Lena, let me shift the conversation from matters of mission and leadership to a focus on students. In recent years, we've witnessed a significant increase in participation by students in community service, both as volunteers and as participants in credit-bearing service-learning courses. In some ways, students are already making some of the connections you are advocating for our institutions.

ASTIN: They certainly are, and I must say that it warms my heart to know this is the case. I truly believe that there is an enormous amount of knowledge, understanding, and self-awareness to be gained by serving. Those students who are reaching out to our communities as volunteers or as participants in service-learning courses represent a generation that is becoming more "other" oriented, rather than "me" oriented. Community service also provides wonderful opportunities for intercultural experiences, opportunities to both learn from and work with "the other."

ALBERT: How would you increase the number of faculty who get involved in service-learning curricula and courses?

ASTIN: It's already happening. With increasing frequency, I encounter examples of faculty whose research, teaching, and service is directed to meeting community needs, and that involves students. In community colleges and four-year institutions devoted to teaching, service-learning courses are becoming very popular. Similar developments are taking place in our research universities, developments that include faculty, undergraduate students, and graduate students. There are so many needs in our communities that can and should be the focus of faculty work.

ALBERT: Community service by both faculty and students can provide rich opportunities to engage in intercultural learning. It is one way of continuing to address the diversity agenda that was the focus of AAHE's 1991 National Conference, "Difficult Dialogues: Achieving the Promise in Diversity." That agenda is still with us.

ASTIN: Yes it is, Lou. Although we have made some progress since 1991, we still face some very difficult dialogues both on our campuses and in the larger society around issues of cultural pluralism. Participation in community service is an example of one area in which we have moved ahead. It provides us with extraordinary opportunities to work with people from "other" cultures, to learn about them, and to establish common commitments to change and improvement.

ALBERT: You remember that great quote from Johnnetta Cole at the 1991 conference, where she said, "We are for difference . . . for respecting difference . . . for allowing difference. Until difference doesn't make any more difference"?

ASTIN: I certainly hope that will be so, at least in our students' lifetimes. Difference doesn't have to be something that divides us. It can and should be viewed as something positive and enlightening, and effective leadership is essential to help us realize that goal. ■

STUCK AT THE BARRICADES

Can Information Technology Really Enter the Mainstream of Teaching and Learning?

For twenty-five years, I've been telling people that computers were going to revolutionize education in the next six to eighteen months, but they never did. Bill Geoghegan's article offers the best analysis and explanation I've found for why this revolution keeps looming and receding. His observations about the differences between "early adopters" and "mainstream" faculty have prompted AAHE to explore how it might help what we are calling the "AAHE Teaching, Learning & Technology Roundtable" to develop on individual campuses. (Geoghegan's analysis also has reminded many of us that these differences are important considerations for *any* program that seeks to facilitate significant changes in educational institutions.)

We hope AAHE's TLT Roundtable (described in more detail on pages 6-7) will become a vehicle for helping institutions develop information technology support infrastructures that are better suited to the needs of mainstream faculty — in a world where new applications of information technology keep arriving faster than current ones become easy for most people to use. *— Steven W. Gilbert*
Director, AAHE Technology Projects

by William Geoghegan

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There's been a lot of discussion recently about the so-called failure of information technology (IT) in the classroom. For the most part, the complaint hasn't been that technology fails to enhance teaching and learning when it's applied with intelligence and sensitivity, but rather that disappointingly few faculty have taken pains to integrate IT very deeply into the instructional process. As a substitute for blackboard and chalk, handouts, and overheads, yes, we see a fair amount of that; but as something well embedded in the instructional process, very little. The consensus in some recent surveys seems to be that no more than about 10 percent of faculty are doing very much with technology in the classroom, despite a national ownership rate for PC's of about 50 percent among college and university faculty and a considerably higher usage rate. Why aren't more faculty using information technology for instruction?

There are a number of culprits we put on parade when this topic comes up: insufficient or obsolete hardware and software, inadequate facilities and support services, difficult or inappropriate authoring systems, lack of institutional commitment and support, lack of time and money, a reward system that largely ignores efforts at instructional improvement, lack of good instructional technology planning, etc., etc. But it's my contention that these factors are not the principal causes of the situation we face today.

Reaching a Saturation Point

I think it can be argued that the primary reason higher education has gotten no further than it has with the deployment of IT has to do with the social and psychological factors that underlie the spread of *any* innovation in the use of technology, and to the way those factors have combined to build a veritable "chasm" between the early adopters of instructional technology (the visible 10 percent) and the much larger, effectively unengaged mainstream faculty population.

Further, the gap that normally exists between the early adopters of an innovation and the mainstream of potential adopters has been inadvertently widened in this case by well-intentioned actions that we of the "technology alliance" (technology vendors, early adopters, and IT support staff) have taken in support of innovation in instructional technology.

The net effect has been that instructional technology use has expanded to something near the saturation point among early adopters, but only very rarely has crossed the "chasm" into the mainstream. Even where IT has penetrated, it usually fails to take root. The support systems that most campuses have put into place to foster the deployment of instructional technology were designed by and for the early adopters themselves, under an unstated assumption that all potential adopters need the same kinds of encouragement, facilities, and support, differing from one another by degree, perhaps, but not by kind.

There's not enough space here to go through the argument in any great detail, but it might be helpful to take a look at the nature of the "chasm" and what I've called the "technology alliance." (By the way, the idea of a "chasm" separating early adopters from the mainstream in the development of high tech markets comes from a 1991 book, *Crossing the Chasm*, by Geoffrey Moore, which was based in turn on Everett Rogers's diffusion work.)

For the most part, the complaint hasn't been that technology fails to enhance teaching and learning when it's applied with intelligence and sensitivity, but rather that disappointingly few faculty have taken pains to integrate it very deeply into the instructional process.

The "Chasm"

Think of the early adopters as a small subset of faculty (generally no more than 15 percent) made up of "techies," who experiment with every new technology that comes along, and "visionaries," who see technology as something they can use to enable breakthrough improvements in teaching and learning. These techies are the first to adopt and use any technology innovation. In contrast, mainstream faculty tend to be more conservative in their approach. Their focus is much more on the problems, processes, and tasks at hand than on the tools that might be used to address them; and they tend to prefer incremental or evolutionary change as opposed to discontinuous (and often disruptive) breakthrough alterations in core processes.

Some of the differences that have been cited as separating early adopters from the mainstream include:

Early adopters:	**Mainstream:**
Favor revolutionary change	Favor evolutionary change
Visionary	Pragmatic or conservative
Strong technology focus	Strong problem and process focus
Risk takers	Risk averse
Experimenters	Want proven applications of compelling value
Largely self-sufficient	May need significant support
"Horizontally" networked	"Vertically" networked

Note: "Horizontal" refers here to personal networks that have a high proportion of interdisciplinary and crossfunctional links; "vertical" refers to networks whose links are more concentrated within a single discipline or discipline area.

The items in this list are generalizations, of course, and they draw discrete boundaries where continua probably would be more appropriate. But even as a rough characterization, they should help to point out the extent to which these two populations differ from each other.

Assuming that these distinctions are generally valid, the argument can be made that the barrier preventing instructional technology from penetrating the mainstream is less a matter of aversion to technology than it is an aversion to risk, a low tolerance for discontinuous change, inadequate "vertical" support, and perhaps the lack of an absolutely compelling reason to buy into a new and relatively disruptive way to go about one's work.

It's been my experience also that early adopters often turn out to be poor role models and change agents. Their success in using technology to bring about qualitative improvements in teaching and learning, and the visibility that occasionally accompanies such success, actually can have an alienating effect. That success can help to foster an administrative belief that most faculty ought to be using technology, and that greater access to technology and training is the major prerequisite to success. It also can set inappropriately high expectations with which subsequent users may be quite uncomfortable.

The "Technology Alliance"

Now let's see how this ties in with what I've been calling the "technology alliance." Back in the early 1980s, when the novelty and cost of desktop computing were more significant barriers to its adoption for instructional use than they are today, companies such as IBM, Apple, DEC, and so on believed that for instructional technology to develop into a viable market, it would have to be jump-started with seeding programs of some kind. This would help generate good examples of instructional applications, develop a critical mass of classroom technology users, and provide some visibility to emerging role models among faculty developers.

That strategy lay behind the various partnership programs of the 1980s, the multimillion-dollar corporate investments in instructional technology that were made during the period, award programs, jointly sponsored instructional technology conferences, and so on. IBM alone sponsored about 3,000 faculty-initiated instructional technology projects through its AEP (Advanced Education Projects) program in the mid-1980s, for example.

The barrier preventing instructional technology from penetrating the mainstream is less a matter of aversion to technology than it is an aversion to risk, a low tolerance for discontinuous change, inadequate "vertical" support, and perhaps the lack of an absolutely compelling reason to buy into a new and relatively disruptive way to go about one's work.

Quite apart from the many excellent examples of instructional technology that these programs helped to support, they also fostered the development of a very strong alliance among technology vendors, early faculty adopters, and academic technology support organizations: the "technology alliance" that I mentioned earlier. It was a symbiotic relationship in which each of the three parties developed a dependency of sorts upon the other two.

We in the vendor community, for example, certainly believed that our products brought value to instruction; but we had to depend upon the early adopters to produce the innovative applications that would validate our belief (and help justify the money we were spending). The early adopters benefited from advance access to new technology (a real perk for the "techies"), along with equipment grants, special pricing, national visibility for their work, and technical assistance that generally was not available to other customers.

The IT support organizations performed a critical service in brokering these relationships and mustering the necessary institutional support. The impressive applications that emerged from time to time out of these ventures helped prove the IT shop's value to the campus; and the relationships these shops developed with vendors through instructional technology programs often led to better-than-average terms on hardware and software for research and administrative purposes.

The alliance produced a model for instructional technology development that was well matched to the characteristics and needs of the technologically adept early adopters, but that fit very poorly with the requirements of the mainstream. First, for example, the only language spoken in common by the three allies was technology, not pedagogy or discipline content; and technology came to be a major, if not the dominant focus of the infrastructure many campuses put into place to support faculty developers. Second, the kind of development activity supported by the alliance could be risky in terms of time requirements, likelihood of success, instructional value, reliability, and so on.

Neither of these characteristics would appeal to mainstream faculty, whose preferred focus would be on the task at hand rather than on the tools to address it, and whose aversion to risk would call for well-proven applications that offered solid, risk-free value.

Finally, the alliance was built on the principle of "horizontal" partnerships that crossed disciplines, campus organizations, levels of administration, and that even brought in corporate entities. This was reflected in the support organizations, where there was little of the vertical orientation, close peer relationships, and discipline- or task-oriented support that the mainstream appears to favor.

Technologist Thinking

Though all three alliance parties were committed to instructional technology and its propagation, they assumed that what worked for faculty who were already using IT would work just as well for those who were not. If it didn't, then perhaps what was needed was more technology, or more classes on authoring systems, or more programmers to work with potential users. What was (and is) so often overlooked is that the next set of potential adopters needs something qualitatively different in the way of support.

It's also interesting to note how the technologist model for instructional computing has been sustained through traditional governance mechanisms. Consider the faculty committee(s) charged with providing direction on academic computing policy. (It's hard to imagine a college or university today that doesn't have at least one committee with a mission of that sort.) As with most campus-wide faculty committees, there is usually an attempt to ensure that all major constituencies are represented: the professions, physical sciences, arts, humanities, social sciences, and so on. This is standard operating procedure. But as far as I can tell, such committees almost invariably are populated by individuals I would regard as "early adopters," particularly when it comes to representatives from the "softer" disciplines.

It's not hard to find the reason. The idea is to have a committee to provide advice on academic computing, and the natural course is to seek out individuals who are knowledgeable about the subject, preferably from first-hand experience. This is built to order for the early adopters, whose personal networks make them more likely to be selected in the first place, and who might find membership somewhat advantageous. Inadvertent as it might be, the work products of such a group are very likely to be representative of the needs and outlook of the early adopters, but not the mainstream, whose concerns may go completely unrecognized.

Instructional technology use has expanded to something near the saturation point among early adopters, but only very rarely has crossed the "chasm" into the mainstream. Even where it has penetrated, it usually fails to take root.

Next Steps?

I mentioned earlier that I think we've come close to the saturation point with respect to instructional technology acceptance and use among the early adopters. We probably reached that point sometime around the very end of the 1980s, when the spread of instructional technology seems to have slowed, and when people started asking why it didn't spread further and bring on the revolution in teaching and learning that most of us thought it would engender.

In these times of fiscal restraint (in higher education as well as in the information technology industry), that question is starting to become an issue. Perhaps these comments will help stimulate some further discussion on why we are where we are today, and what kind of corrective actions we might need to take. ■

Note

A more detailed treatment of points related to those discussed in this article was published as "What Ever Happened to Instructional Technology?" in the *Proceedings of the 22nd Annual Conference of the International Business Schools Computing Association*, Baltimore, July 17-20, 1994. Copies are available from the author.

What Do You Think?

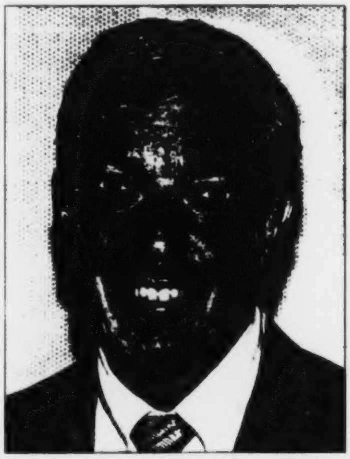
William Geoghegan's article advances an interesting premise as to why instructional technology hasn't lived up to its promise of revolutionizing education. Does his description of a "chasm" separating early adopters and mainstream faculty ring true for you? Can you see yourself in his description of the two groups? What "corrective action" would you have higher education take? Faculty? The "technology alliance"? AAHE's new Teaching, Learning & Technology Roundtable? What have you experienced on your own campus?

AAHE invites you to respond by joining its moderated Teaching, Learning & Technology Listserv (named AAHESGIT), which currently includes author William Geoghegan among its participants. To join the Listserv, send your e-mail address to Steven Gilbert (Director, Technology Projects, American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110, ph 202/293-6440 x54, fax 202/293-0073) and he will add your name to the list. Or, to subscribe yourself, send the e-mail message SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME to the address LISTSERV@GWUVM.GWU.EDU (Internet) or to LISTSERV@GWUVM (BITNET).

Or, propose a session on these issues for AAHE's 1995 National Conference. See pp. 5-8 for the conference Call for Proposals. *—Eds.*

Redefining Faculty Roles for ACADEMIC ADVISING

by Tom Kerr and Gary L. Kramer



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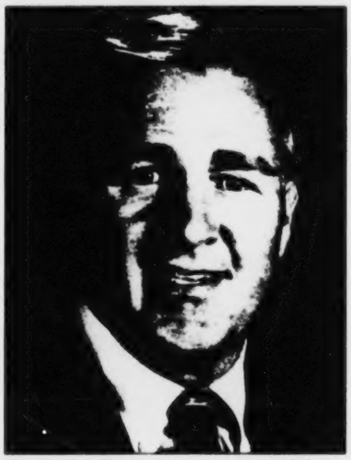

Gary L. Kramer, past president, National Academic Advising Association, and associate dean, Division of Admissions and Records, Brigham Young University, Provo, UT 84602.

Since the beginning of higher education in America, there have been at least three constants in academic advising:

- it is considered an integral component of the higher education system;
- it is predominately a faculty responsibility; and
- until recently, there has been a lack of professional development opportunities for faculty in their roles as academic advisors.

Over the years, academic advising has evolved from a single-purpose faculty activity to a comprehensive process that reaches to students' academic, career, and personal development. This evolution has resulted from a variety of societal and other factors, including curricular complexity, consumer awareness, a new student diversity, financial constraints, interest in student retention, and an evolving theoretical base for developmental advising.

The evolution of "developmental advising" is perhaps the most compelling of the six factors mentioned above. The theoretical frameworks set forth by William Perry, Arthur Chickering, Lawrence Kohlberg, Carol Gilligan, and others, as well as the vocational theories of Donald Super, John Holland, and David Tiedeman, have been adapted to personalize advising far beyond the traditional agenda of matching course credits to catalog requirements. Students are envisioned as individuals with unique needs and concerns, and advising practices broadened to include educational and vocational goal setting (Gordon, 1992). Winston, Ender, and Miller (1982) provide a more refined definition of the developmental advising process:

> Developmental advising both stimulates and supports students in their quest for an enriched quality of life; it is a systematic process based on a close student-advisor relationship intended to aid students in achieving educational and personal goals through the utilization of the full range of institutional and community services (p. 8).

Crookston (1972) described academic advising as a teaching function — in which the advisor, as teacher, stimulates a positive, shared, active approach to both intellectual and interpersonal learning activities. In the 1970s, there emerged a new developmental definition of the concept and role of the advisor.

Academic advising now is described as a decision-making process during which students clear up confusion and realize their educational potential through communication and information exchanges with an advisor — a process that is ongoing, multifaceted, and the responsibility of both student and advisor. Susan Frost (1991) calls this "shared responsibility." It is imperative, Frost suggests, that colleges and universities use strategic planning to design advising programs that focus on student success.

Habley (1993), who conducted the ACT Fourth National Survey of Academic Advising, concluded that effective academic advising continues to contribute to student success on the campus:

> [Faculty and administrators] recognize that students who formulate a sound educational/career

> plan based on their values, interests, and abilities will have increased chance for academic success, satisfaction, and persistence. Academic advising remains the most significant mechanism available on most college and university campuses for aiding and abetting this important process (p. 1).

Further, Habley found that 78 percent of institutions use instructional faculty in all academic departments for academic advising.

An Integral Component of Higher Education

The first constant, that academic advising is an integral component of the higher education system, has found expression in many forms and at various levels of importance through the years. The first formal, recognized system of faculty advising dates back to Johns Hopkins University in 1877. Informally, it dates back even further, as evidenced by Rutherford Hayes's description of a rule adopted by Kenyon College in 1841 that stipulated each student would choose a faculty member to be an advisor and friend, who as well would act as a medium of communication within the faculty (Hardee, 1970).

Until the 1940s, the process of academic advising varied little — faculty informed students which courses would meet graduation requirements as described in the college catalog. But as society and higher education changed through the decades, so too did academic advising.

Important Student-Faculty Interactions

The second constant is that faculty are an integral part of the advising process. Regardless of institutional mission or size, faculty advising continues to be the predominant advising delivery mode. Typically, faculty either are the students' only academic advising source or are part of a larger advising system administered by centralized or decentralized advising professionals. Especially important among the

NACADA

The purpose of the National Academic Advising Association (NACADA) is to promote the quality of academic advising in institutions of higher education, and to ensure the educational development of students. NACADA's membership (faculty members, administrators, counselors, professional advisors, and others in academic and student affairs concerned with the intellectual, personal, and vocational needs of students) is approaching 4,000.

NACADA provides the forum for discussion, debate, and the exchange of ideas. Most important, however, NACADA is becoming recognized as the representative and advocate of academic advising and academic advisors in higher education.

Regional and Commission Affiliations

To assure that the diversity of advising needs and concerns is represented, each NACADA membership includes an affiliation with both a geographical region (ten U.S. regions, Canadian, other international) and a commission affiliation.

Commissions focus on specific issues or represent particular interests of the members. The current commissions of NACADA are: Adult Learners, Advising Administration, Advising as a Profession, Advising, Undecided Students, Multicultural Concerns, Small Colleges and Universities, Advising Student Athletes, Two-Year Colleges, and Advisor Development. The following interest groups are working toward commission status: Advising Business Majors, Advising on a Quarter Calendar, Advising Students With Disabilities, Faculty Advisors, Private Comprehensive College/University, and Technology in Advising.

ACT/NACADA Recognition Program

NACADA offers a number of national scholarships and awards that recognize service and performance in the field of academic advising, including awards for research, institutional advising programs, and individual advising excellence.

Conferences

The annual National Conference on Academic Advising, held in October, features leading educators as keynote speakers; workshops to develop, maintain, or polish advising skills; more than a hundred paper sessions, panels, roundtables, and idea exchanges; and professional networking opportunities. In addition, NACADA's ten U.S. regions annually sponsor one- or two-day spring *regional conferences.*

The week-long Summer Institute ACT/NACADA held in late June provides an in-depth study of academic advising. Institute faculty are NACADA members, and NACADA members may enroll at a reduced rate. The institute is cosponsored by ACT, NACADA, and Kansas State University.

Publications

Published twice a year, the refereed *NACADA Journal* publishes research-based articles, book reviews, editorials. An issue occasionally is devoted to a special topic. *Academic Advising News*, published four times a year, focuses on association news, information from members, and key issues in advising. The two publications are membership benefits.

Standards for Academic Advising

NACADA is a member of the Council for the Advancement of Standards (CAS). Among its products, CAS has published findings in the ACT Fourth National Survey of Academic Advising are these:

- institutions are increasingly requiring student contact with advisors in academic departments;
- department heads are increasingly involved in the advising of students; and
- faculty involvement with students in all departments is on the increase.

This is significant, since researchers have found that student persistence in college is positively related to nonclassroom contact with faculty (Pascarella and Terenzini, 1991, p. 394).

That faculty interact with students — as advisors, and otherwise — is critical, as amply shown by the literature:

- Studies clearly indicate that student involvement in the institution and regular faculty-student interaction increases student academic success, satisfaction, and retention (Astin, 1993, p. 383; Pascarella and Terenzini, 1991, pp. 101-02; Tinto, 1987, p. 156-57).
- Pascarella, Terenzini, and Wolfle (1986, p. 170) underscore the influence of faculty involvement on both student retention and satisfaction with education.
- Faculty-student contact is an important factor in student achievement, persistence, academic-skill development, personal development, and general satisfaction with the college experience (Volkwein, King, and Terenzini, 1986, p. 102).
- Astin (1993) found that student-faculty interaction has its strongest positive correlations with satisfaction with faculty (p. 383); it also has substantial positive correlations with all other areas of student satisfaction, but especially with the quality of instruction (p. 383); and it has a number of fascinating effects on career outcomes (p. 384).
- Student-faculty interaction also has positive correlations with every self-reported area of student intellectual and personal growth, as well as with a variety of personality and attitudinal outcomes, and also has a number of positive correlations with behavioral outcomes (Astin, 1993, p. 383).
- Nonclassroom interactions with faculty that integrate classroom and nonclassroom experiences are significant to freshmen-sophomore persistence (Pascarella and Terenzini, 1991, p. 394).

Lack of Professional Development

The third constant is that adequate professional-development opportunities have been lacking for faculty advisors. From the ACT Fourth National Survey of Academic Advising, the areas of training, accountability, evaluation, and recognition/reward are the most significant methods through which advising can be improved, but they are still the least effective components of campus advising programs.

Until the late 1970s, academic advisors worked in a vacuum. They had few opportunities to share and discuss relevant issues with other advisors outside of their own campus. However, networks designed specifically for academic advisors now have dramatically changed the availability of opportunities for professional development.

In particular, faculty professional development can be improved in three ways:

- through prominent recognition and reward systems on the campus;
- through the use of information technology; and
- through the resources of NACADA, the National Academic Advising Association (see box).

Recognition and reward of faculty advising.
Advising programs that work have support from faculty. Different disciplines approach faculty recognition matters differently. However, advising still can be evaluated as a part of faculty load. The particular form of evaluation needs to grow out of the culture of the department. Faculty themselves should be involved in creating the evaluation form and deciding how it will be used (formatively, summatively, or both). Evaluation methods might include advisee rating forms, an advising portfolio, focus group meetings with advisers, and self-evaluations. If faculty are evaluated on their advising performance, the institution's faculty-development pro-

Standards and Guidelines for Student Services/Development Programs (1986), which includes standards for academic advising.

NACADA Consultant Bureau
The consultant bureau provides assistance to promote quality academic advising practices in college and universities.

Placement Service
The placement service helps members make contact with employers who have open positions; participation is free.

National Clearinghouse for Academic Advising
The clearinghouse is a repository and distribution center for information about all aspects of academic advising, including bibliographies, books, serials, other printed materials, and nonprint resources.

For more information about the National Academic Advising Association, contact:

NACADA Executive Office
Kansas State University
2323 Anderson Avenue, Suite 226
Manhattan, KS 66502
Ph: 913/532-5717, Fax: 913/532-7732

gram should include such training, both prior to the evaluation and afterwards to follow up on difficulties revealed by the evaluation.

Faculty recognition for advising. Outstanding advisor awards that complement the usual outstanding teacher, researcher, or service awards are one way to show support for the time and effort faculty put into advising. Awards can be given on the individual campus, as well as through submission of nominations to the national competition sponsored by ACT NACADA.

Programs that work have the support of students. Students have a large investment in the success of an advising program. Students are wonderful sources of ideas about what they need to be better students. Their feedback also can ensure that the advising program is meeting its goals.

Programs that work assess their effectiveness. Such programs analyze the information available about advising and make appropriate changes as needed. Assessment of advising is an important part of any institution's assessment of its academic programs. The regional and professional accrediting agencies increasingly are concerned about advising in relation to student outcomes. The Council for the Advancement of Standards (CAS) standards provide a framework for an overall evaluation; the methods for evaluating individual faculty advisors (rating forms, advising portfolios, alumni surveys) work well for evaluating an advising program.

Use of information technology.

The advent of information technology — such as centralized electronic databases, computer degree audit systems, the Internet, etc. — is a welcome and valuable development in the delivery of academic advising, particularly because it enables faculty advisors to be more student-centered (Kramer, 1993).

For the student. Information technology can give students convenient and timely access to critical academic planning informa-

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tion, immediate feedback, and a sense of control (partnership) in the academic planning process.

For the advisor. By relieving clerical burdens, it makes energy available for a student-centered program that focuses on student issues and concerns beyond the routine. It can provide opportunities and valuable time to promote student development. And it opens up a wide world of networking opportunities on the "computer superhighway" (see box).

For the institution. Information technology provides clerical relief, while allowing the more timely collection, storage, distribution, and management of information. It can be used to professionalize both the orientation and advising program. It supports cost-effective resource management. And it minimizes the institution's bureaucratic tendencies.

Technology cannot and should not replace people in an advising program; it should connect the members of an academic community. Information technology provides students and faculty access to important information critical to academic decision making — that's where the technology comes in. But just as important is opportunities for students to consult with an academic advisor — and that's where people come in.

An Advising Ideal

The framework for this article and current national initiatives to improve academic advising on the campus stem from the following ideals:

- Achieving an institution-wide system centered around students' involvement and positive college outcomes . . . assisting students in their consideration of goals as those goals relate to the nature and purpose of higher education.
- Involving the academic community in collaborating on ways to support student academic planning . . . promoting concepts of shared responsibility for both students and the institution.
- Gaining support of faculty, and promoting programs that work through recognition and reward systems.
- Assisting students in developing decision-making skills . . . an awareness of the larger purpose of advising, i.e., contributing to students' learning, not merely supplying answers to specific questions.
- Evaluating student progress toward established goals and educational plans and, just as important, reevaluating the overall program and its individual contributors.
- Providing consistency in strategic planning of academic advising that centers advising around the institutional mission, policies, procedures, resources, and programs . . . advising being focused on outcomes that contribute to success in college.
- Using the National Academic Advising Association as a resource to improve institutional academic advising.

Following a three-year look at undergraduate education in the U.S., researchers concluded that both students and institutions are responsible for the quality of undergraduate education (Simpson and Frost, 1993). When conceived as described above, academic advising can be a central contributor to educational quality. Indeed, it can be one of the few paths through which students can work with faculty and other trained professionals to determine both the direction and the quality of their education and their lives. ■

Note

We attribute some of the material in this article to the authors (Wes Habley, Susan Frost, Peggy King, Gary Kramer, Eric White, and Faye Vowell) of "Fulfilling the Promise of Academic Advising: New Roles for Faculty and Staff," a paper presentation workshop given at the Second AAHE Conference on Faculty Roles & Rewards (January 1994) and at AAHE's 1994 National Conference on Higher Education (March 1994).

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ACADV Computer Network

The Academic Advising forum (ACADV) began in 1989 under the direction Harold (Hal) Caldwell, of Ball State University, with an enrollment of four members. Caldwell's aim was to create an electronic network that would be accessible to a majority of the members of the academic advising profession, provide global access, be free of charge, provide rapid transmission, a reply function to all members, and private correspondence when desired. Today, more than 1,000 academic advisors subscribe to the ACADV forum.

For more information about ACADV, contact:

Dr. Harold Caldwell
Arts and Communications Advising Center
Ball State University
Muncie, IN 47036
ph: 317/285-8686
Internet: 00HLCALDWELL@BSUVC.BSU.EDU

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AAHE NEWS

The Education Trust,
Forum on Faculty Roles & Rewards

Upcoming Conferences

AAHE will hold its **Fifth National Conference on School/College Collaboration** *November 17-20, 1994*, in *Washington, DC*. The conference theme will be "Unfinished Business: Organizing for Student Success K-16."

Treisman

Beginning on Thursday morning, November 17, 1994, at the conference, the AAHE Education Trust will host a special academic citizenship symposium on "The Role of the Disciplines in Systemic Reform." It will be led by mathematician Uri Treisman and historian George Sanchez. Other highlights of the conference include an address by Linda Darling-Hammond on the role of professional development in meeting standards, and a rich variety of workshops.

Sanchez

All AAHE members should receive a Conference Preliminary Program by the end of September. If you have not received a copy by that date, call or fax AAHE to be sent one. For more information, contact Carol Stoel, conference director, or Grace Moy, project assistant, The Education Trust, at AAHE.

AAHE's **Third Conference on Faculty Roles & Rewards** is scheduled for *January 19-22, 1995*, in *Phoenix, AZ*. Session proposals are being accepted until *September 16, 1994*; registration materials will be forthcoming. For more information, contact Gene Rice, director, or Kris Sorchy, project assistant, AAHE Forum on Faculty Roles & Rewards, at AAHE, or see the Forum's Call for Proposals in the June *Bulletin*.

Understanding Undergraduates

AAHE is cosponsoring a teleconference by the National Associ-

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AAHE in Action

AAHE Board of Directors Meeting. Washington, DC. *September 22-23, 1994.*

Midwest Regional Faculty Roles & Rewards Conference. Cosponsored by AAHE, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. See May *Bulletin* "AAHE News" for details. Madison, WI. *October 28-29, 1994.*

Fifth National Conference on School/College Collaboration. Washington, DC. *November 17-20, 1994.*
- **Team Registration Deadline.** *October 21, 1994.*
- **Discount Hotel Rate Deadline.** *October 26, 1994.*
- **Early Registration Deadline.** Registration increases $20. *October 28, 1994.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *October 28, 1994.*

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*
- **Proposal Deadline.** See June *Bulletin* insert for details. *September 16, 1994.*

1995 National Conference on Higher Education. Washington, DC. *March 19-22, 1995.*
- **Proposal Deadline.** See September *Bulletin* for the "Call for Proposals." *October 21, 1994.*

1995 AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14, 1995.*

Bulletin Board

by Ted Marchese

Welcome back — hope summer brought some rest — for news of AAHE members (names in **bold**) doing interesting things, plus items of note. Let me know what you're doing . . . this is your column!

Saigo

Delaney

Gamson

PEOPLE: As usual, lots of notable summer moves by AAHE members. . . . **Leo Lambert,** the man behind two AAHE publications — *Preparing Graduate Students to Teach* and (with **Frank Wilbur**) *Linking America's Schools and Colleges* — departs Syracuse to become associate vice chancellor and graduate dean at UW-La Crosse. . . . **Sherril Gelmon,** for six years the talented head of AUPHA and ACEHSA (the professional society and accreditor for health administration programs), heads to Oregon to found a three-university MPH program housed at Portland State. . . . CUNY trustees tap East Carolina's **Marlene Springer** for the presidency of The College of Staten Island, **Stephen Curtis** as acting president of Queens. . . . Former AAHE Asian Caucus head **Roy Saigo** is the new chancellor at Auburn University at Montgomery. . . . Detroit College of Business promotes **Janet Guggenheim** to vice president and dean. . . . **Helen Roberts,** prompter of many fine academic-improvement initiatives over the years, leaves CSU headquarters in Long Beach to become VP of the Washington-area universities consortium. . . . And, happy to report, **Barbara Leigh Smith** — you just elected her to the AAHE Board, which she'll chair in 1996-97 — was tapped by her own institution, Evergreen State, to be provost.

HAROLD DELANEY: This one's hard to write, since I'd known him in AAHE circles for 25 years. . . . Harold Delaney and his wife, Geraldine, were found murdered August 4th at their summer home in North Carolina. . . . The suspect in custody is a nephew. . . . Harold was Howard U's first PhD, a Manhattan Project and Morgan State chemist, VP at UNC and SUNY and then of AASCU, interim president since his "retirement" at Chicago State, Frostburg, and Bowie. . . . Ed Trust's **Nevin Brown** represented AAHE at a packed memorial service August 11 in the Howard chapel.

SUMMER DOINGS: The closest European equivalent to an AAHE meeting (intellectual content, mix of people) is the EAIR annual conference, this year's version of which was organized and hosted by **Liesbeth van Welie** and her colleagues at the University of Amsterdam last month. . . . Harvard's summer institute for new presidents is part of the ritual for people taking up the post . . . scanning this year's participant list, I was struck by the fact that 19 of the 44 (43%) were women. . . . The summer's most startling "restructuring" news came from Bennington, where president **Elizabeth Coleman** announced that the college, facing up to a new day, would cut tuition 10%, downsize in all areas, let 28% of its faculty go (keeping only disciplinary "practitioners"), and replace all departments with "flexible interdisciplinary groups." . . . Enjoyed getting to know Lawson State VP **Willie Kimmons** this June . . . before he took up his life's work as an urban educator, Kimmons played for the old St. Louis Hawks in the NBA. . . . Good idea: Northeastern Illinois' **Mel Terrell** runs a NASPA-sponsored summer institute for minority undergraduates who are considering careers in higher education or student affairs.

LAST BITS: Reading the professional press, things would seem quiet on the student financial aid front, but in reality the system ails and all kinds of "reforms" are being trial-ballooned by the policy wonks . . . one solid report I've come across is "Improving the Financial Aid Delivery Process and the Federal Family Education Loan Program," from the Coalition for Student Loan Reform, headed by **Dan Cheever.** . . . Hope you liked **Zelda Gamson**'s fine piece on collaborative learning in your latest *Change* . . . I'm glad to announce that Zee has accepted an appointment as executive editor of the magazine, effective right away . . . she, **Art Levine,** and I collaborate as co-editors. . . . Finally, let me echo the thanks of many to **Karl Schilling** and **Monica Manning** for their superb conduct of June's Assessment & Quality conference, which drew 1,541 participants, the highest number ever . . . Karl has returned to his duties at Miami U. . . . As I write, we're near the end of our search for his successor as head of the AAHE Assessment Forum. See you next month! ■

cont. from p. 22

ation of Student Personnel Administrators (NASPA) entitled "Look Who's Coming to College: A New Understanding of Today's Students." The conference will be carried live via satellite from Washington, DC, on Wednesday, *October 26, 1994*, at 1:30-3:30 PM, EST.

Registration for NASPA institutional members is $495 (including taping rights). Nonmembers may register for $650. After *September 30, 1994*, an additional $100 fee will be charged. For registration materials or for more information, contact NASPA, 1875 Connecticut Avenue NW, Suite 418, Washington, DC 20009-5728; ph. 202-265-7500; fax 202-797-1157.

Board of Directors

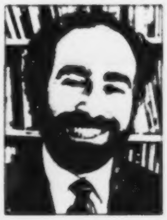
Board Election Results

AAHE is pleased to announce the results of the 1994 Board of Directors election. Each new member serves a four-year term, which began on July 1.

Smith

Cardenas Ramirez

Fiske


Goroff

Barbara Leigh Smith is AAHE's new vice chair. Smith is academic dean and director of the Washington Center for Improving the Quality of Undergraduate Instruction at Evergreen State College. She has written numerous books and articles on improving undergraduate education and has developed and implemented many curriculum change and faculty development projects. She will serve successive one-year terms as vice chair, chair-elect, chair (1996-1997), and past chair.

Board Position #2 went to **Blandina Cardenas Ramirez,** director of the Southwest Center for Values, Achievement, and Community in Education at Southwest Texas State University. **Edward B. Fiske,** author and editor, was elected to Board Position #3. And Board Position #4 will be filled by **Daniel L. Goroff,** associate director of the Derek Bok Center for Teaching and Learning and a senior lecturer in the Department of Mathematics at Harvard University.

Two additional members joined the Board by appointment. They are **Richard H. Ekman,** of the Andrew W. Mellon Foundation, and **Kenneth C. Fischer,** of the University of Michigan. Fischer will complete the term of Gregory Anrig, who passed away last fall.

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AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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AAHE

October/1994 Volume 47/Number 2

K. Patricia Cross on Academic Citizenship

Reflections on AAHE's 25th Anniversary Theme

Disengaged (But Tenured) Faculty

Kentucky's New Plan for Post-Tenure Review

BY RICHARD EDWARDS

When You Hate To Write

An All-Purpose Reference Letter

BY PAUL SCHLUETER

AAHE NEWS

BULLETIN BOARD
by Ted Marchese

A NEW BOOK

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

In this issue:

As reported in this issue (see "AAHE News," page 13), AAHE's headquarters head count increases by one on October 1st, with the addition of Tom Angelo, of Boston College, as director of the AAHE Assessment Forum. Tom replaces Karl Schilling, who returned to Miami University this summer after a two-year leave.

We at the *Bulletin* are particularly pleased with Tom's arrival not just because he'll be a terrific addition to the AAHE staff but also because he's been a regular contributor to the *Bulletin* of very well received articles — a role we hope he continues to play. We know his articles have been well received because we get lots of requests to reprint them; it's one of our ways of gauging an article's success.

Among Tom Angelo's other well-received efforts is the best-selling *Classroom Assessment Techniques: A Handbook for College Teachers* (2nd ed., Jossey-Bass, 1993), which he coauthored with K. Patricia Cross. (Her "In Search of Zippers" *Bulletin* article from June 1988 is another perennial reprint favorite.) By coincidence, this issue contains a new paper from Pat Cross (beginning on the opposite page), which we expect will be well received, too, since it got top reviews at AAHE's 9th Assessment & Quality Conference when it was presented this past June.

The success of that annual conference — next to occur on June 11-14, 1995, in Boston — is critical to the Assessment Forum's success, since the Forum's funding from FIPSE ended in 1991. And designing the conference program (with Monica Manning, of the Academic Quality Consortium) is a major part of any Forum director's job responsibilities. The 1994 conference set an attendance record of 1,541 . . . but Tom, don't take that as a challenge or anything.

Finally, thanks to everyone for the nice comments about the *Bulletin*'s new cover design . . . they were much appreciated. **—BP**

3 **Academic Citizenship**/*by K. Patricia Cross*

6 **Toward Constructive Review of Disengaged Faculty**/one campus effort at post-tenure review/*by Richard Edwards*

8 **The Reference Letter**/a model of ambiguity/*by Paul Schlueter*

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AAHE BULLETIN
October 1994/Volume 47/Number 2

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ACADEMIC CITIZENSHIP

Twenty-five years ago this past June, AAHE was incorporated as an independent association serving higher education, an anniversary celebrated in a year-long series of activities. The anniversary theme, "Celebrating Academic Citizenship," captured the *idea* that AAHE was founded to champion — that of stepping beyond our specialties and roles to consider what's most important and best for higher education as a whole.

Among the anniversary activities was a special plenary at this summer's 9th AAHE Conference on Assessment & Quality, delivered by long-time member, past Board chair, author, and noted educator K. Patricia Cross, herself an exemplary academic citizen. It's an appropriate theme, agreed Cross, as she began, "because whatever our role in the academic community — whether teacher, researcher, counselor, administrator, consultant, project director — we are drawn together in AAHE by our common role as academic citizens." —*Eds.*

by K. Patricia Cross

What does it mean to be an academic citizen? Three concepts come immediately to mind — the *rights* of citizenship, its *responsibilities*, and its *privileges*. Like the three legs of a stool, these concepts support an academic community whose stability depends on the proper balance among the three.

Today, though, I am concerned that our academic communities seem wobbly, the three legs of citizenship off balance. What we have in the 1990s, I believe, is the seat of academic community being supported — however shakily — by a strong, sturdy leg of rights; a weak, spongy leg of responsibilities; and a wet sock of a third leg that is privilege . . . for we can't enjoy the privileges of citizenship in academe until the rights and responsibilities are more evenly balanced. Let us take a few moments, then, to look at this tripod of academic citizenship that supports our academic communities.

K. Patricia Cross is Elizabeth and Edward Conner professor of higher education at the University of California at Berkeley, Graduate School of Education, Berkeley, CA 94720.

Rights, in our times, have a strong, aggressive nature. We fight for our rights — occasionally we demand them. Academics are among the most aggressive citizens when it comes to rights, protecting not only our own but those of all citizens of a free society. Our voices are strong and unambiguous when it comes to the protection of civil rights, the right to free speech, the right of academic freedom, indeed even the *right* to a college education. Rights are something we feel strongly about, and the rights of academic citizenship are not to be taken lightly. They are not, I think, in danger.

Privileges, however, might be. Those of us who are "privileged" to be citizens of the academic community are sufficiently battered today by the public's criticism, declining support, and lack of respect to question whether citizenship in academe is a privilege or just another high-stress, low-appreciation job. The public — more specifically, their representatives in the legislatures — view faculty as privileged workers, with short work weeks, summers off, and job security through tenure.

But those criticisms of the privileges of academic life are not new. What is new are rising complaints about how faculty allocate their time. With the exception of faculty in community colleges, we are accused of spending too much time on research; doing too much consulting off campus; and, in general, neglecting our responsibilities for undergraduate education. One might think that attacks from the outside would draw the academic community closer together, but our response to criticism and declining resources has been to defend our position by drawing our wagons in a circle — and shooting one another.

I say the leg of privilege is a wet sock because the privileges of citizenship cannot be maintained without respect and trust, both internally (among ourselves) and externally (from the public). Unfortunately, trust seems in short supply in higher education — so much so that the theme of AAHE's 1992 National Conference on Higher Education was "Reclaiming the Public Trust."

Responsibility has a rather different nature from either rights, which are aggressively defended, or privileges, which are granted or earned. "Rights are liberating," says James Q. Wilson (1983), "duties are oppressing." We accept responsibility, but often with reluctance or even resignation: It is our "duty" to take our turn on a faculty committee. . . . It is our "responsibility" to protect the quality of education by serving on the accreditation team.

Higher education is having a difficult time with the responsibilities of citizenship these days. Almost every week, *The Chronicle* reports some violation of the public trust, some failure of responsibility on the part of citizens of the academic community. Members of boards of trustees are charged with conflict of interest, in spite of their unique responsibility to the academic community to protect the welfare of the whole against the encroachment of special interests. Chancellors and presidents are accused of self-interest, greed, and the abuse of power. Athletic directors violate the most sacred rules of sportsmanship in the recruitment of athletes; researchers falsify data; financial aid officers embezzle funds; and professors violate the special trust between students and teachers when they harass or otherwise exploit the vulnerability of their students.

The horror is that the abuses that attract special attention most often are violations of the unique responsibilities of the violator's office to the academic community. Of course, the particular responsibilities of an office offer an opportunity for targeted wrongdoing, and they create the sensationalism that sells newspapers. Fortunately, blatant violations of trust in the academic community are relatively rare, but they are common enough today to create bad press and to undermine the integrity of the community.

Beware Our Spongy Center

These blatant, sensationalized weaknesses in the leg of responsibility get our attention because they are like huge, gaping holes bored into the structure by the irresponsibility of a very few. But there exists a far more dangerous, spongy texture in the leg of responsibility that is not so visible, but that could cause that leg to collapse under the pressure being applied to academic communities today.

I refer here to the daily activities of the many that are not so much sensational violations of trust as they are failures to accept responsibility. Most of us have sat on committees where we outdid one another in offering excuses as to why we could not accept the responsibility of chairing the committee. . . . We have attended faculty meetings where business could not be conducted for lack of a quorum. . . . We have gone into classes prepared to "wing it," forgetting momentarily that each class and each student is an opportunity for learning if we work to make it so. Search committees find it harder and harder to recruit outstanding talent to positions of administrative leadership, and accreditors and those who decide tenure and promotion endure numerous refusals before they find someone willing to lend time and expertise to the program and peer review needed to safeguard the quality of higher education.

The reason that many academics are "too busy" to attend to on-campus responsibilities is not, as some legislators suggest, that we are avoiding work or are not working hard enough. Rather, it is that we are working extra hard at what some have harshly called self-aggrandizement, encouraged by a reward system that fails to recognize those responsibilities of academic citizenship that the public sees as primary.

There is, however, a responsibility that goes beyond personal responsibility, and that is *community* responsibility. Citizenship implies membership in and contributions to something larger than ourselves — a concern for the welfare of the group. The academic community has had a hard time in recent years *being* a community with shared interests. Clark Kerr (1994) writes:

> "The new academic culture places more emphasis on individual and group advantages and concerns and less on the overall welfare of the college and university as a self-governing community concentrated on advancing knowledge. . . . We are moving, at least partially, from a traditional to a post-modern paradigm of academic life. In the traditional paradigm, most faculty members were part of a particular academic community-as the center of their lives, and they took their on-campus citizenship responsibilities very seriously" (p. 9).

A Lost Sense of Community

It seems to me that this shift away from campus community has been extraordinarily rapid, creating a quite different kind of academic community just within my lifetime.

I grew up in Normal, Illinois, the daughter of a physics professor at what was then Illinois State Normal University. The college was the center of the town and of our lives. Faculty did not travel, and rarely consulted with anyone off campus; everyone knew everyone else; new faculty were warmly welcomed to the community and entertained in the homes of established faculty members across and within departments. Faculty numbered more than 100, I suppose, but my father knew almost all of them better than I know almost anyone on my current faculty.

Then, it would have been unthinkable not to attend the great ceremonies of the academic community, such as the homecoming parade and commencement. My father contributed to his community by — among other less-than-glorious duties — supervising the hoisting of heavy loudspeaker equipment into the trees surrounding the outdoor theater where graduation ceremonies were held (and moving it inside in case of rain). Thus, our home became the nerve center of the college on the morning of graduation. Rain on graduation day — that treasured and revered symbol of the *privilege* of education — drew the academic community together as only a hurricane or earthquake can today.

Kerr (1994) reminds us that it is too easy to be nostalgic about a more perfect past, but he admits that he is saddened to see that there is today "less commitment to the local academic community and to citizenship obligations within it" (p. 9).

This change is due in part, of course, to changes in the broader society. Communities and neighborhoods, in the old sense, are hard to preserve. Given the ease of transportation and communication, communities are less likely to be geographically based and more likely to be based on shared interests and expertise. It is far easier for most of us to talk with specialists who are halfway around the world, but who speak our language and share our interests, than it is to talk with colleagues in another department, with whom we seem to have little in common. We can more easily engage in an interesting and stimulating conversation about things that we know and care about at one of AAHE's national meetings than we can at a faculty meeting on our own campus. I suspect that is more the rule than the exception on any but — dare I say it? — the most parochial of campuses.

We now live in a world that transcends geographical boundaries. While research on faculty attitudes continues to show a wistful longing for a greater sense of community on campuses everywhere, we cannot go back to what Kerr calls the "traditional paradigm" that I experienced in Normal, Illinois — nor would we want to. There are obvious advantages to us personally, as well as to the profession of education, to communicating with people who share our intellectual interests. But we need not give up important aspects of our local academic communities.

> **More than anything else in the recent history of higher education, the assessment movement requires the academic community to pull together in accepting group responsibility for the quality of education.**

I believe that we are in a period of massive transition, in which old communities based on proximity are being greatly enriched — *enriched*, not replaced — by new kinds of communities based on expertise. We are all more specialized today, not just in disciplinary knowledge but in areas of academic administration, as well. Financial aid officers, for example, speak a language that only their peers can fully comprehend. With a becoming lack of modesty, I venture the opinion that more expertise about the issues of assessment is gathered in this room tonight than on any single campus in the world. And higher education would be the poorer for it had you never left your home campuses to attend this conference, working instead on your assessment responsibilities with only your local faculties and administration for colleagues. At the same time, we all will be the poorer for it if you leave this conference with nothing to take home, no new ideas about how to work, as a citizen, within your local campus community to improve education through assessment.

More than anything else in the recent history of higher education, the assessment movement requires the academic community to pull together in accepting group responsibility for the quality of education. Early in the assessment movement, institutions were given considerable latitude to develop their own approaches to assessment. In return, they were expected to use the results to improve undergraduate education. But, says Peter Ewell, that bargain has started to come apart. "Accountability," he notes, "is back more strongly than at any time since assessment's inception" (1991, p. 12).

In recent years, assessment has acquired a hard edge to it. "Accountability," "time for results," "mandated testing," and "right to know" are not gentle words and phrases that imply trust. Accountability represents the public's effort to build some muscle into the leg of responsibility — perhaps to balance the vigorous exercise program that we have in place to develop strength in the leg of rights.

There isn't much doubt that an organization under threat can build a very strong sense of community. Unusually cohesive communities have been built among strikers, protesters, and even academics caught in a natural disaster. But, as John Gardner warns, "the community born of struggle fades swiftly when the battle is over — unless those involved create the institutional arrangements and non-crisis bonding experiences that carry them through the year-in-year-out tests of community functioning" (1991, p. 14).

And that is precisely what assessment is all about. A useful assessment can tell us how an academic community is functioning year-in/year-out, and it requires that community to put in place institutional arrangements to address the major ques-

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TOWARD CONSTRUCTIVE REVIEW OF DISENGAGED FACULTY

How a dean and faculty together put in place a system of post-tenure review.

by Richard Edwards

Post-tenure review. The very name makes professors shudder, elevates the adrenalin levels of AAUP types, and conjures up images of hard-nosed trustees pitted against the defenders of academic freedom. Yet, at the University of Kentucky, a system of post-tenure review I recently proposed for the College of Arts and Sciences not only won the support of the local AAUP chapter but also was adopted by UK's Arts and Sciences faculty by a nearly two-to-one margin. What's going on here?

Why Now?

Why has post-tenure review recently become such a hot topic? Three changing circumstances directly increase the modern university's need for post-tenure review: First, budget cuts have left public institutions with little money for new faculty positions; if a department wants to improve its academic reputation, it must make the best use of every existing faculty member. Second, higher education's special exemption from the federal ban on mandatory retirement has expired. Departments no longer can look to mandatory retirement as a means of freeing up positions for young scholars, nor can they, when confronted with a faculty member who is extraordinarily and chronically unproductive, simply wait for an assumed date of retirement. Third, all institutions are facing escalating external demands for greater accountability. If faculty members and administrators do not take the lead in developing adequate methods of accountability, "outsiders" will do it for them.

As higher education struggles with these challenges, the efforts of tenured faculty will become ever more crucial. Hence the increased interest in introducing formal mechanisms to review the performance of tenured faculty — mechanisms beyond the common procedures used to determine annual salary increases or promotions. The University of Wisconsin System, for example, has established a sweeping process of post-tenure review during the past two years. The University of Hawaii has had such a system in place since 1987. Similarly, the University of California-Los Angeles, the California State University system — and liberal arts colleges such as Earlham and Franklin and Marshall — all have instituted systems of post-tenure review.

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In every case I know of, post-tenure review has been imposed from the top down, with governing boards or presidents insisting and faculties eventually acquiescing. At the University of Wisconsin, the Board of Regents issued a directive to all campuses "to propose an institutional policy for faculty review and development that conforms to the [Board's] guidelines." The University of Hawaii's system developed out of a state supreme court decision. In every case, that is, until now.

Framing the Debate

The University of Kentucky's post-tenure review system is unique because it was UK's faculty that decided to implement it. In Fall 1992, I proposed a system of post-tenure review as part of a wide-ranging plan for more vigorous university support of faculty members' careers. That plan included such elements as increased research assistance, multiple profiles for success in faculty careers, course releases for junior faculty, the possibility of promotion to full professor based primarily on excellence in teaching, an annual faculty retreat, awards for outstanding teaching, and increased emphasis on quality rather than quantity in research. Tucked in among these proposals was post-tenure review.

Naturally, post-tenure review received the lion's share of attention, becoming the focus of heated campus debate and capturing the attention of the local media. Although my proposal applied only to Arts and Sciences faculty, it was denounced by professors from numerous other disciplines. The local AAUP chapter spearheaded the opposition, attacking my proposal as arbitrary, unnecessary, open to abuse, punitive, adversarial, redundant, a danger to academic freedom, and generally a rotten idea.

But there were several positive aspects to the debate. Fortunately, the proposal was made before there was any hint (there still hasn't been one) from UK's trustees that they were interested in imposing a top-down post-tenure review system; therefore, the issue had not been irretrievably frozen into a "faculty vs. administration" battle. Fortunately, too, from the very beginning there were outspoken faculty advocates for such a system, which promoted an authentic debate among faculty members over how they could take responsibility for enforcing their own standards. Perhaps most fortunate, both the AAUP and I were committed to discussion and real consultation. I organized several public forums at which college faculty could air their views. The proposal also was discussed in department meetings, the university senate debated the issue, and the AAUP invited me to participate in an all-campus debate with several AAUP speakers.

During the next eighteen months, it became clear that UK faculty members shared certain basic values that, if incorporated into the post-tenure review plan, could attract widespread faculty support. Few faculty members believe that tenure ought to protect professors who demonstrably fail, over a significant period of time, to do their jobs competently; but virtually all professors worry that it will be difficult to separate those cases from others — situations where administrators hold a grudge against a faculty member, a scholar's work falls outside the mainstream of his or her discipline, or the research requires long gestation.

It became clear that UK faculty members shared certain basic values that, if incorporated into the post-tenure review plan, could attract widespread faculty support.

Most faculty members believe in peer review and are leery of administrators making judgments about academic quality, yet faculty feel overburdened from doing too many reviews and self-studies. Most of the faculty feel that supporting successful faculty members is more important for the future of the university than is heavily policing the failures; nonetheless, they also believe that it is costly — more in morale, perhaps, than money — to tolerate chronic nonperformers, who never seem to suffer much institutional sanction for their nonfeasance.

The challenge was to develop a system that is positive, constructive, forward-looking, peer-based, and faculty-driven; that does not erode academic freedom or jeopardize professors who undertake controversial, unusual, or risky scholarship; that does not burden faculty with excessive demands on their time; and that results in useful and effective intervention to restart stalled faculty careers.

I revised my proposal five times in response to faculty concerns, ideas, and complaints. The resulting document, which benefitted from the suggestions of so many, was much better than my initial proposal and won the support of the local AAUP Executive Committee. In Spring 1994, the faculty adopted the measure by a vote of 105-53. The university will try the plan for four years, beginning with the 1994-95 academic year, and will assess its effectiveness at the end of that period.

The Premise

We at UK began with the premise that the College of Arts and Sciences is a community of engaged scholars, organized and bound together to fulfill their responsibilities and to pursue their aspirations. An engaged scholar is one who, being wholeheartedly committed to the principles and aspirations of the academy, vigorously participates in the full range of scholarly activities. Over the course of his or her career, perhaps at times with differing emphases, an engaged scholar is a dedicated and patient teacher, a highly focused and concentrated researcher, a learned resource and mental stimulant for colleagues, an active and public participant in the campus's intellectual culture, and a valued contributor to the larger success of the community of scholars and to the achievement of the faculty's responsibilities.

With this model, the college explicitly rejects the notion that there is only one career profile of a successful faculty member. Some faculty members — or every faculty member during some periods of his or her career — will be more oriented to the discovery of new knowledge; or to the exploration of a deeper, broader understanding of received knowledge; or to the development of more effective or intensive teaching efforts; or to sustaining and

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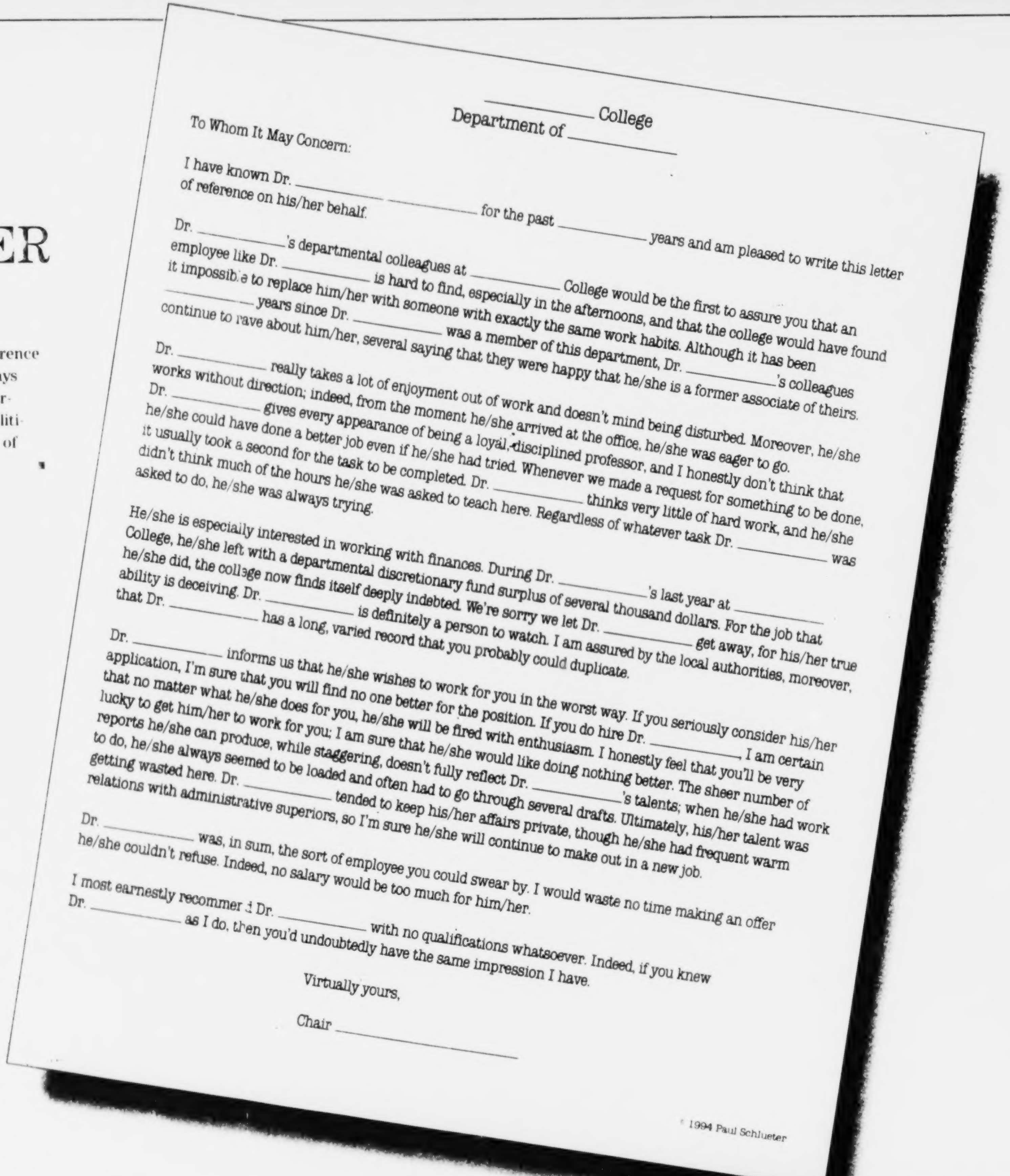
THE REFERENCE LETTER

*by Paul Schlueter**

In today's age of lawsuits and rights of approval, letters of reference are increasingly difficult to write. Indeed, such letters nowadays are wholly complimentary and laudatory, with never a discouraging (or critical) word. Perhaps the most expeditious (and least litigious) route is not to state the obvious but, rather, to be a master of ambiguity. Let the reader beware!

Paul Schlueter taught college-level English for many years in the Midwest, the East, and Germany, and has the distinction of having both published and perished. He lives in Easton, Pa., where he writes (books, classical music, and drama reviews; travel articles; biographical profiles; scholarly essays and bibliographies), edits (manuscripts for others, literary reference books with his wife), and house-husbands. He can be reached at 123 High Street, Easton, PA 18042-1609.



__________ College
Department of __________

To Whom It May Concern:

I have known Dr. __________ __________ for the past __________ years and am pleased to write this letter
of reference on his/her behalf.

Dr. __________'s departmental colleagues at __________ College would be the first to assure you that an
employee like Dr. __________ is hard to find, especially in the afternoons, and that the college would have found
it impossible to replace him/her with someone with exactly the same work habits. Although it has been
__________ years since Dr. __________ was a member of this department, Dr. __________'s colleagues
continue to rave about him/her, several saying that they were happy that he/she is a former associate of theirs.

Dr. __________ really takes a lot of enjoyment out of work and doesn't mind being disturbed. Moreover, he/she
works without direction; indeed, from the moment he/she arrived at the office, he/she was eager to go.
Dr. __________ gives every appearance of being a loyal, disciplined professor, and I honestly don't think that
he/she could have done a better job even if he/she had tried. Whenever we made a request for something to be done,
it usually took a second for the task to be completed. Dr. __________ thinks very little of hard work, and he/she
didn't think much of the hours he/she was asked to teach here. Regardless of whatever task Dr. __________ was
asked to do, he/she was always trying.

He/she is especially interested in working with finances. During Dr. __________'s last year at __________
College, he/she left with a departmental discretionary fund surplus of several thousand dollars. For the job that
he/she did, the college now finds itself deeply indebted. We're sorry we let Dr. __________ get away, for his/her true
ability is deceiving. Dr. __________ is definitely a person to watch. I am assured by the local authorities, moreover,
that Dr. __________ has a long, varied record that you probably could duplicate.

Dr. __________ informs us that he/she wishes to work for you in the worst way. If you seriously consider his/her
application, I'm sure that you will find no one better for the position. If you do hire Dr. __________, I am certain
that no matter what he/she does for you, he/she will be fired with enthusiasm. I honestly feel that you'll be very
lucky to get him/her to work for you; I am sure that he/she would like doing nothing better. The sheer number of
reports he/she can produce, while staggering, doesn't fully reflect Dr. __________'s talents; when he/she had work
to do, he/she always seemed to be loaded and often had to go through several drafts. Ultimately, his/her talent was
getting wasted here. Dr. __________ tended to keep his/her affairs private, though he/she had frequent warm
relations with administrative superiors, so I'm sure he/she will continue to make out in a new job.

Dr. __________ was, in sum, the sort of employee you could swear by. I would waste no time making an offer
he/she couldn't refuse. Indeed, no salary would be too much for him/her.

I most earnestly recommend Dr. __________ with no qualifications whatsoever. Indeed, if you knew
Dr. __________ as I do, then you'd undoubtedly have the same impression I have.

Virtually yours,

Chair __________

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tions of assessment: What is our mission? How well are we accomplishing it? What measures do we use to monitor our progress?

Some of those questions are best answered "at home" in the local community; some are best answered within the assessment community itself. The two kinds of academic communities — local institutions, and national and worldwide professional and disciplinary associations — can and should exist side by side, and we should consider ourselves responsible citizens of both, with all the rights and privileges pertaining thereto. It is a mistake to think that academic citizens are pulled in two directions, with loyalty to their disciplines or specialties displacing their loyalty to their institutions — as if each of us had only so much loyalty to give. But it is we, the academic citizens, who have fostered this notion by the reward system that we have encouraged. Travel expenses, for example, frequently are paid only for delivering a paper at a conference. Why shouldn't expenses be paid for what we bring back to campus? Fortunately, I think, as expertise grows and workshops become more readily available, incentives are beginning to move in that direction.

AAHE, it seems to me, has seen its mission with exceptional clarity. AAHE is an organization that aims, first and foremost, to be of service to campuses — not to take from campuses but to give to them. To cite just one very practical example, AAHE encourages the participation of campus teams at all of its conferences, and typically provides them time and assistance at the end to formulate plans about what they are going to do when they return home.

And so, I salute AAHE in its twenty-fifth year of outstanding service to higher education. For those of us interested in higher education, we have the ideal partnership — a national association where we can find enrichment, support, and cutting-edge ideas; and, potentially, a local campus community where we can work together to implement the improvement of education.

Let Us Shape the Future

I believe that the greatest threat to academic community lies, in fact, in the very traits of which academics are particularly proud — specifically, our ability to coolly analyze what seems to be going on in society; to document trends with ever more refined techniques and convincing data; to explain in our best academic and rational manner the forces behind those trends; and to publish our conclusions, refraining from editorial commentary or — perish the thought! — personal involvement.

The greatest threat to academic community lies, in fact, in the very traits of which academics are particularly proud.

Somehow it is more respectable in academe to predict the future than it is to shape it — although, heaven only knows, we have erred time and time again in predicting it . . . maybe we should try our hand at shaping it.

We did shape the future on one recent occasion, and that occasion may offer an analogy for what we should do now. In the 1970s, many of our most respected scholars and demographers were predicting a potentially disastrous decline in student enrollments. That didn't happen — not so much because the researchers were wrong in their predictions, but because academic communities, their very lifelines threatened, pulled together to create new markets among adults for their institutions. We academics quite literally helped shape the future of what is today "lifelong education."

Let us once again take heed of the gloomy predictions of our scholars, and make sure that the threat to academic community does not happen. If we were able to turn around the public's conception of who should go to college, then we surely can turn around our own conception of whether local academic communities should survive. They can survive, but only if we as individual academic citizens work actively to support them.

As John Gardner (1991) notes in his essay *Building Community:*

> "Passive allegiance isn't enough. The forces of disintegration have gained steadily and will prevail unless individuals see themselves as having a positive duty to nurture their community and continuously reweave the social fabric" (p. 11).

For higher education, that means getting the wobble out of the tripod that supports academic community. It means restoring balance to the three legs of academic citizenship. In closing, let us all remember that for the forces that threaten our community to triumph, all that is necessary is for academic citizens to do nothing. ■

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Note

This speech was presented at AAHE's 9th Conference on Assessment & Quality, June 12-15, 1994, in Washington, DC. An audiotape of that session (#152) is available for $8.50 plus shipping from Mobiltape Company, Inc. To place a credit card order, call toll free 800/369-5718; to request an order form listing all the 1994 Assessment & Quality conference tapes available, call AAHE at 202/293-6440, x11.

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contributing to the vitality of campus intellectual life. The model of the engaged scholar permits — indeed fosters — multiple orientations and varied activities.

Faculty members have a stake in one another's contributions and successes; hence, admission to the community of engaged scholars unavoidably implies acceptance of the high aspirations and standards of that community. Each faculty member shares with the university a vital stake in sustaining the enthusiasm, energy, and effort of his or her colleagues in their teaching and research. This mutuality of interest in fact underlies an implicit moral compact between the faculty member and the university: The faculty member must pledge his or her best efforts on a continuing basis; for its part, the university must provide an intellectual and material environment within which the faculty member's best efforts will be effectively transformed into achievement.

This compact has not always been observed. When pressed, most institutions admit that their traditional academic evaluation procedures result in some tenured faculty, perhaps a small subset, becoming disengaged scholars whose contributions to the academic enterprise chronically fall below acceptable levels. Unfortunately, the faculty and the administration have failed to develop positive ways to help these disengaged scholars to improve; indeed, the incentives employed are almost invariably punitive in nature (the denial of merit raises, for example). Because such procedures are *post hoc*, we punish inadequate performance but do little to plan for and stimulate the future performance that we desire. And because we have refused to recognize the problem, disengaged faculty are offered little encouragement or support to change. As a consequence, they achieve less than they are capable of, and their colleagues often must shoulder heavier burdens.

The professional review process thus becomes part of our moral pact.

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Kentucky's System

The first step in a post-tenure review system must be to articulate some basic expectations for faculty performance. UK's system requires each department to develop a narrative statement of its expectations for tenured faculty, including expectations for research, teaching, and service. These statements must be differentiated by rank and level of seniority (if relevant) and be as specific as possible without hampering recognition of the diverse valuable contributions individual faculty members may make. Once agreed upon by the departmental faculty, these statements will be reviewed by the dean to ensure that they are in keeping with the established mission of the College of Arts and Sciences and do not fall below the university's expectations for faculty performance. The statements then will serve as the basis for individual faculty reviews.

But which faculty members should be reviewed? All tenured faculty, or just a subset? The new system at Wisconsin-Madison, for example, requires all tenured faculty to be reviewed every five years.

UK chose to be as frugal as possible with precious faculty time, so it focuses its "professional" reviews on two subsets of tenured faculty: (1) those who request a review and (2) those whose ordinary performance, or "merit," reviews indicate persistent subpar performance. (UK has biennial merit reviews primarily for the purpose of determining salary increases.)

An associate professor interested in being promoted might request a review to help figure out how to achieve the accomplishments necessary for promotion, or a faculty member contemplating a switch to a different career profile might want more substantial feedback to inform this decision. Results of this type of review will not be included in the individual's official personnel file unless the faculty member requests it.

Alternatively, a professional review may be mandated for a tenured faculty member if he or she receives an exceptionally low — in reality, *abysmal* — merit rating of 2.5 or lower (on a 7-point scale) in a major category of his or her assigned duties (one involving 25 percent or more of the person's effort) at least four years in a row. Several safeguards are evident here: First, the merit ratings emerge from a process based largely on peer (departmental colleagues') evaluations; second, the poor performance must extend over at least four years, so the normal variation of "good" years and "bad" years in anyone's career is not at issue; third, the review can be aborted if there is some obvious exculpating cause for the poor ratings (e.g., health problems). Finally, only the principal duties, in most cases teaching and research, are reviewed; a faculty member can avoid the review altogether simply by requesting a change in his or her assigned duties (generally accomplished by taking on more teaching).

The Review Mechanism

The review process involves three steps: (1) identifying strengths and chronic deficits in the faculty member's performance, (2) preparing a specific professional-development plan to remedy the deficiencies, and (3) monitoring progress toward achievement of the plan goals. The faculty member chooses the reviewer: the department chair, a three-member *ad hoc* faculty review committee appointed by the dean, or a subcommittee of the elected faculty council.

> The successful completion of the professional-development plan is the positive outcome that all faculty members and administrators will strive for.

A *voluntary* review is intended to provide informed and candid feedback to the faculty member concerning the quality of his or her accomplishments and contributions, any weaknesses or deficiencies, and (for associate professors) guidance on what would be needed to be promoted. In the case of a *mandatory* review, one of the following findings will result:

- The reviewer determines that the faculty member has met the reasonable expectations for faculty performance as identified by his or her department, and the review is completed.
- The reviewer identifies some strengths, but also some deficiencies. These deficiencies are not judged to be substantial and chronic, but are noted in the faculty member's file; the review is then completed.
- The reviewer identifies substantial and chronic deficiencies in the faculty member's performance. Here, the department chair, working with the faculty member, develops a professional-development plan indicating how these specific deficiencies are to be remedied; the plan must be approved by the dean. Ideally, the plan should reflect the mutual aspirations and intentions of the faculty member, the department, and the university. It will be the faculty member's obligation to make a good faith effort to implement the plan once it is adopted.

The plan must: (1) identify the specific deficiencies to be addressed, (2) define specific goals or outcomes to remedy the deficiencies, (3) outline the activities to be undertaken to achieve these outcomes, (4) set timelines for accomplishing the outcomes, (5) indicate the criteria for annual progress reviews, and (6) identify the source of any funding (if required).

The faculty member subject to mandatory review will have several rights of appeal: He or she retains all of the ordinary rights of appeal as specified in university regulations. In addition, the faculty member may appeal to the college's faculty advisory committee and to the dean. After consultation with the faculty member and the reviewer, the committee will assess whether or not the initial evaluation should be upheld.

When a mandatory review results in a professional-development plan, the faculty member and his or her department chair will meet annually to review the faculty member's progress, and a report will be forwarded to the dean. Evaluation of the faculty member within the biennial merit review process may draw upon his or her progress in achieving the goals set out in the plan. When the objectives of the plan have been fully met (in any case, not later than three years after the start of the devel

continued on p. 16

The Education Trust

Conference Speakers Announced

Planning continues for AAHE's Fifth National Conference on School/College Collaboration, to be held *November 17-20, 1994*, in *Washington, DC*. Thursday's opening session, "Unfinished Business . . . A Call to Action," will feature speakers **Robert Albright, Anthony Alvarado,** and **Alison Bernstein.** On Friday morning, **Linda Darling-Hammond** will discuss the role of professional development in meeting standards.

Albright

Darling-Hammond

Be a sponsor. The conference also will feature a special academic citizenship symposium on "The Role of the Disciplines in Systemic Reform." The symposium will be the first in a series of events throughout the conference that will provide faculty leaders — selected and supported by their institutions — with an opportunity to explore the changing education policy environment and its implications for their disciplines. Chief academic officers are asked to *sponsor faculty members* who have demonstrated a keen interest in educational reform at the precollegiate and collegiate levels. AAHE particularly encourages the nomination of mathematicians and historians in keeping with the disciplinary focus of this year's conference.

Registration materials. All AAHE members should have received a Conference Preliminary Program by mail in September. If you have not received your copy, contact Carol Stoel, Conference Director, or Grace Moy, Project Assistant, at AAHE.

The Education Trust

K-16 Conference Sessions

The aim of the Education Trust's "K-16 Councils" is to unite local school districts, postsecondary institutions, businesses, and community leaders in an effort to align school reform with the corresponding need for reform in higher education. The Education Trust will host two sessions on its K-16 Council initiative during the upcoming National Conference on School/College Collaboration, to be held *November 17-20, 1994*, in *Washington, DC*.

The first conference session, scheduled for November 17, will convene college and university presidents and school superintendents from established K-16 Council sites to discuss their progress to date. This session also will be open to other *presidents and superintendents* attending the conference who would like to learn from their colleagues' experiences.

During the second session, scheduled for the evening of November 19 and the morning of November 20, AAHE staffers will provide information about how to form a K-16 Council in your own community. *All* interested conference registrants are encouraged to attend.

For more information about these conference sessions or AAHE's K-16 Council initiative, contact Nevin Brown, Principal Partner, at AAHE; ph. 202/293-6440 x33. If you would like to receive the Education Trust's quarterly newsletter, *Thinking K-16*, contact Grace Moy, Project Assistant, at AAHE; ph. 202/293-6440 x15.

AAHE in Action

Midwest Regional Faculty Roles & Rewards Conference. Cosponsored by AAHE, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities. See May *Bulletin* "AAHE News" for details. Madison, WI. *October 28-29, 1994.*

Fifth National Conference on School/College Collaboration. Washington, DC. *November 17-20, 1994.*
- **Team Registration Deadline.** *October 21, 1994.*
- **Discount Hotel Rate Deadline.** *October 26, 1994.*
- **Early Registration Deadline.** Registration increases $20. *October 28, 1994.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *October 28, 1994.*

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*

1995 National Conference on Higher Education. Washington, DC. *March 19-22, 1995.*
- **Proposal Deadline.** See September *Bulletin* for details. *October 21, 1994.*

1995 AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14, 1995.*

National Education Computing Conference (NECC '95). See October *Bulletin* "AAHE News" for details. Baltimore, MD. *June 17-19, 1995.*
- **Poster Proposal Deadline.** *December 1, 1994.*

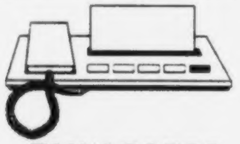
AAHE Assessment Forum

New Director

AAHE is pleased to announce that **Thomas A. Angelo** has joined the staff as director of the AAHE Assessment Forum, effective October 1, 1994. Angelo comes to AAHE from Boston College, where he was director of the Academic Development Center and an instructor in the freshman writing seminar.

Angelo

AAHE members know Angelo as the author of two recent *Bulletin* articles: "A 'Teacher's Dozen': Fourteen General, Research-Based Principles for Improving Higher Learning in Our Class-



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105 — "Why Don't We Have More Teamwork in Higher Education?" *by Paul L. Burgess.*

104 — "Displaying Teaching to a Community of Peers" *by Lee S Shulman.*

103 — "Assessment, Quality, and Undergraduate Improvement" *by Theodore J. Marchese.*

Also Available
(each: $5 members/$10 nonmembers)

102 — "Access and Retention: Caring About Outcomes & Doing Something About Them" *by Gregory R. Anrig.*

101 — "Reinventing Accreditation: Should Accreditation Survive Into the 21st Century?" *by Ralph A. Wolff.*

100 — "Remembering the Heart of Higher Education" *by Parker J Palmer.*

Free

10 — Menu of Documents More detail about each offering.

11 — "AAHE Bulletin" Author Guidelines

For more detail, order the free Menu (#10).

rooms" (April 1993) and "From *Faculty* Development to *Academic* Development" (June 1994). He also has been a regular presenter at AAHE's National Conference on Higher Education and at the AAHE Conference on Assessment & Quality.

Angelo says that as director, he hopes "to link AAHE's Assessment Forum more closely with assessment efforts in K-12." He also would like to explore the "connections between assessment and the current conversations about faculty roles and rewards, accreditation reform, and standards and criteria for academic quality."

AAHE's next Conference on Assessment & Quality will be *June 11-14, 1995*, in *Boston, MA*.

AAHE Technology Projects

Computing Conference— Call for Posters

AAHE is proud to announce its cosponsorship of the 16th National Education Computing Conference (NECC), a cooperative effort of fifteen educational, scientific, and professional associations. Hosted by Towson State University in cooperation with the Maryland Instructional Computer Coordinators Association, the conference will be held at the Baltimore Convention Center, *June 17-19, 1995.* The theme, "Emerging Technologies — Lifelong Learning," will address both current and future uses of technology in the educational process. All academic disciplines and educational levels will be represented, as will all phases of computer education, including business and industry training.

Although the deadline for research seminar and regular session proposals has passed, proposals for poster sessions will be accepted until *December 1, 1994.* For more information, or for registration information, contact NECC '95, 1787 Agate Street, Eugene, OR 97403-1923; ph. 503/346-2834; fax 503/346-5890; Internet: NECC95@ccmail.uoregon.edu.

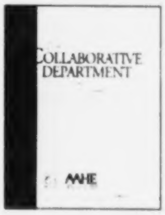
AAHE Publications

New Book!

FR9401 — The Collaborative Department: How Five Campuses Are Inching Toward Cultures of Collective Responsibility

(1994, 144pp) By Jon F. Wergin.

The hypothesis about "collective responsibility" goes like this: For colleges and universities to be able to sharpen their priorities and focus their energies, they must stop treating academic departments as bands of individual entrepreneurs driven by discipline-imposed standards. Instead, departments and other academic units must act as self-directed *collectives* working collaboratively toward goals derived from a well-articulated institutional mission. Performance incentives and rewards should focus on the departmental "team," and faculty rewards on individual contributions to that team.



COLLABORATIVE DEPARTMENT

AAHE

This new monograph offers the first empirical examination and analysis of collective responsibility, based on case studies of five highly regarded institutions moving (consciously or not) in that direction: Kent State, Rochester Institute of Technology, Syracuse, UC-Berkeley, and UW-Madison. Each case study examines the institution's motivation for reform, describes the measures adopted, and reports on campus reactions. The Appendix reproduces internal documents from the campuses, including mission statements, academic plans, and review procedures.

In an integrative essay based on the five cases, Wergin pulls together common experiences and problems, and sets forth an agenda of "central issues we need to address if 'collective responsibility' is ever to amount to anything more than an attractive but abstract idea." (Sponsored by FIPSE.)

AAHE members $10, nonmembers $12, plus shipping. ■

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news.

Leary

Bell

PEOPLE: A round of cheers for **Bob Sexton,** the just-announced recipient of a Dana Award . . . Bob has worked over a dozen years to strengthen collegiate and (more recently) K-12 education statewide in Kentucky. . . . **Ron Henry,** a champion of good causes at Miami U, departs to become provost at Georgia State. . . . UTEP president (and AAHE Board member) **Diana Natalicio** named to the board of the National Science Foundation. . . . October 14th, ETS dedicates a building to its president (and AAHE Board member) **Greg Anrig,** who died suddenly a year ago. . . . CASE exec **Judy Grace** heads for Penn State to succeed **Maryellen Weimer** as associate director of the National Center for Postsecondary Teaching, Learning, and Assessment. . . . **Barbara Brown Packer** departs Lasell College to consult with Advocates for Human Potential (Sudbury, MA). . . . Northeast Missouri State selects VPAA **Jack Magruder** as its next president. . . . Bay Path College names **Carol Leary** of Simmons its fifth president, effective December 1st. . . . **Mark Curtis,** president of the Association of American Colleges & Universities from 1978-85, passed away September 12th. . . . **Edward Bell,** SUNY associate vice chancellor and the mastermind behind that university's model program for minority recruitment and retention in NYC, retired September 30th. . . . **John Jasinski,** a faculty leader from Northwest Missouri State, joins the Malcolm Baldrige National Quality Award office, helping with the extension of the Baldrige to education . . . reach John at 301/975-2180 . . . he succeeds the admired **Linda James,** who has returned to Memphis. . . . Wanting to spend more time with her family, higher-education specialist **Sandra Ruppert** takes leave of ECS this month. . . . I'm looking forward to the inauguration of **Clara Lovett,** past head of AAHE's Forum on Faculty Roles & Rewards, as president of Northern Arizona University, October 28th. . . . One more nice note: former staff member **Kristy Bonanno,** now a grad student at Bowling Green, did a summer internship at Holy Names College with VP **Xavier Romano,** whom she met through AAHE.

MORE PEOPLE: Washington State faculty member **Michael Pavel** takes over as chair of AAHE's American Indian/Alaska Native Caucus, succeeding **Rebecca Robbins** of the NEA. . . . Quality thrives at Michigan (a member of our Academic Quality Consortium): **Bob Holmes** tells me 60 teams have signed up to participate in a campus-wide "M Quality" day later this month. . . . At another AQC college, St. John Fisher, president **Bill Pickett** announces a $5,000 guarantee to grads who (a) fulfill a prescribed, four-year regimen of liberal arts and career preparation and (b) fail to land a relevant job within six months of graduation. . . . In a trend one hopes doesn't get out of hand, hard-strapped municipalities across Pennsylvania, encouraged by a lower-court ruling against Washington & Jefferson, are challenging the tax-exempt status of private colleges and universities left and right . . . president **Art Lendo** of Peirce J.C. sent me Philadelphia's claim against his institution; it's a budget changer, for sure. . . . I've been to statewide faculty development conferences in Minnesota and Washington recently, and they're a great idea . . . one of the best is run each year by the Massachusetts consortium, next up at Holy Cross on November 4th . . . details from **Susan Holton** at 508/697-1750. . . . Two recent FIPSE grants to watch, one to UConn's **Barbara Wright** to provide students with second-language skills relevant to inner-city work, the other to the Missouri Coordinating Board's **Charles McClain** (of AAHE's Board) and **Robert Stein** to implement individualized performance-funding programs at the campus level. . . . ACE/Oryx wins the month's prize for the most intriguing book title: *Strategic Governance: How to Make Big Decisions Better*, by **Jack Schuster, Daryl Smith, Kathleen Corak,** and **Myrtle Yamada**.

END NOTES: As I finish, we're all headed for the fall Board meeting, September 22-23, details here next month. . . . October 3rd, **Tom Angelo** arrives to head the Assessment Forum. . . . I'll be out every Monday this semester, a commuting part-timer leading a course in "Teaching, Learning, and Assessment" at the Harvard Graduate School of Education . . . never worked so hard in my life. See you next month! ■

Photo of Edward Bell by Miguel Moreno

continued from p. 12

opment plan), the department chair will make a final report to the faculty member and to the dean.

The successful completion of the professional-development plan is the positive outcome that all faculty members and administrators will strive for. If the disengagement of some scholars has derived in part from an organizational failure, then the reengaging of their talents and energies will reflect a success for the entire university community.

Post-Tenure Review and Termination

A stalled career is a waste to the university, a source of frustration to colleagues, and usually a terrible burden to the faculty member in question. UK's post-tenure review system is intentionally aimed at restarting stalled careers, at reengaging the disengaged — rather than at undercutting tenure, establishing a second probationary period, or eliminating "bad apples." Termination marks the failure of our approach.

It is true, however, that in an extreme case — where the faculty member has received extremely low performance ratings for four years or more; has undergone a post-tenure review; and, after three more years of affirmative assistance from the university, still fails, *in the judgment of his or her peers*, to perform competently — the post-tenure review would provide a paper trail that would bolster the university's case for termination. Unless we are prepared to say that no level of incompetence or neglect of one's duties merits dismissal — a position, by the way, that local AAUP officers have explicitly eschewed — UK's system does not threaten what most of the faculty understand to be their job security. Even in the extreme case of termination, the faculty member is afforded all the usual protections, including hearings in front of a different faculty appeals committee and, ultimately, before the Board of Trustees.

> **The University of Kentucky's post-tenure review system is unique because it was UK's faculty that decided to implement it.**

While it would be exaggeration to claim that UK's system has no connection to termination, it is in fact designed for a positive and constructive end: reengaging faculty careers. Establishing a system in which the faculty assumes the responsibility for making key judgments and evaluations may achieve the desired balance of respecting our most fundamental academic values and commitments — especially academic freedom and tenure — while still permitting intervention in those cases of true incompetence or neglect of duties. It also will provide a powerful response to off-campus critics who demand greater faculty accountability.

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AAHE

November/1994 Volume 47/Number 3

Peer Review of Teaching

New Roles for Faculty

BY PAT HUTCHINGS

What Our Publics Want, But Think They Don't Get, From a Liberal Arts Education

Richard Hersh on New Survey Findings

AN INTERVIEW BY TED MARCHESE

Disability Etiquette

AAHE NEWS

BULLETIN BOARD
by Ted Marchese

ZIMBABWE!

CALL FOR
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NOMINATIONS

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In this issue:

When I returned to the AAHE office after Labor Day, I thought I had a reasonable handle on my work priorities for the rest of September: organize sessions and workshops for the 1995 National Conference on Higher Education . . . take action on our FY95 membership development program . . . prepare reports for an end-of-month Board meeting . . . a very full slate of activities. Then, on September 8, in a letter issued from the White House, President Clinton challenged every college and university president in the country to deepen their institutional commitments to community service.

For those of us invested in the service agenda, the President's attention was welcome, but to what effect? How could we harness the energy it had sparked? How could associations like AAHE help campuses respond? Several days later, in search of answers, AAHE's president, Russ Edgerton; Eli Segal, president of the Corporation for National and Community Service; and Tom Ehrlich, president emeritus of Indiana University and immediate past chair of Campus Compact, met with leaders of the other Washington, D.C.-based higher education associations.

It was at that meeting that plans were formulated for the January 12-13, 1995, Colloquium on National and Community Service described on p. 13 of this *Bulletin*. And one more very big item was added to my fall work schedule.

It's not easy to put together a meeting for 500 people on such short notice. But, when the issue is so important, and with the kind of support we have received from the Ford Foundation, Campus Compact, and our Dupont Circle colleagues, the responsibility for organizing the colloquium is one we can accept with enthusiasm!

—**Louis S. Albert**, *Vice President, AAHE*

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PEER REVIEW OF TEACHING

"From Idea to Prototype"

Lessons from a current AAHE Teaching Initiative project.

by Pat Hutchings

Since the January 1994 launch of our new project "From Idea to Prototype: The Peer Review of Teaching," I've gotten scores of calls from campuses interested in knowing what's happening, what's being learned, and how to get involved. With the first year of project activity coming to an end in a few months, this is a good time to begin answering these questions.

What I've tried to do here is to describe the project's background and design, then point to three promising — albeit, early — lessons that other campuses might be able to build on. A final section suggests ways campuses can connect with AAHE's peer review project.

Why Peer Review?

For several years now, campuses across the country have been reexamining the character of faculty work, looking at the various roles faculty are expected to take on, and particularly at how the tasks of teaching can be more effectively evaluated and improved. One theme evident in their reports and recommendations — first sounded in the 1991 "Pister Report" at the University of California, but now widely heard — is that teaching, like research, should be peer reviewed.

But it's one thing to have "the peer review of teaching" invoked in a campus task force report or system initiative, quite another to take the steps that would make such a process real and useful. While there's a general sense among lots of faculty that student evaluations aren't enough (I talked to someone last week who called them "happiness ratings"), there are few models and still fewer habits on most campuses for the kinds of collegial exchange suggested by the notion of peer review. Teaching — even in settings where it's valued — is a largely private activity, a circumstance that engenders what Parker Palmer calls "the pain of disconnection" for many faculty, and that poses an obstacle to improvement for all of us.

What's needed are ways for faculty to be professional colleagues to one another in teaching as they are in research.

"From Idea to Prototype: The Peer Review of Teaching" is a two-year, national project designed to help invent and promote such strategies. The project — coordinated by AAHE, in partnership with Stanford University professor Lee Shulman — is funded by The William and Flora Hewlett Foundation and The Pew Charitable Trusts.

The Idea of Peer Review

Like most analogies, the analogy between peer review as it functions in research and the strategies that AAHE's

Participating Campuses

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Kent State University

Northwestern University

Stanford University

Syracuse University

Temple University

University of California-Santa Cruz

University of Georgia

University of Michigan

University of Nebraska-Lincoln

University of North Carolina at Charlotte

University of Wisconsin-Madison

Pat Hutchings is director of the AAHE Teaching Initiative and codirector, with AAHE president Russ Edgerton, of "From Idea to Prototype" at the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

It's one thing to have "the peer review of teaching" invoked in a campus task force report or system initiative, quite another to take the steps that would make such a process real and useful.

Shared Understandings

"**Learning.** A first premise of the project is that the central goal of university teaching in the 21st century must be to teach for *understanding*. As more and more faculty are realizing, emphasis on facts, and on mastering information, must give way to more active forms of learning — forms that bring students to deep understandings, and engage them in making meaning. Progress on this difficult front means attention to the kinds of teaching that engage students more deeply and thoughtfully in subject-matter learning, and in making connections between their lives and their academic studies; it means turning classrooms into communities of scholarly inquiry in which students can be authentic participants.

"**Teaching.** If deeper understanding by students is the goal, teaching must be seen as more than technique. A second assumption behind the project is that teaching is a scholarly activity, rooted in ways of thinking about one's field. Choices about course design, assignments given, criteria for evaluating student learning — all of these are reflections of the way the teacher understands his or her field. What's needed, then, are strategies for peer review that capture the scholarly substance of teaching, and which might therefore focus not only on what happens in the classroom (where the evaluation of teaching is now almost exclusively focused) but also on matters of *course design*, and *assessment of results in terms of student learning*.

"**Faculty roles.** To capture the scholarly substance of teaching requires more active roles by faculty in assembling the picture of what they do, and in revealing the thinking behind the choices they make. As things now stand on most campuses, faculty are not actively involved in documenting what they do as teachers. The evaluation of teaching, for instance, seems almost to happen *to* faculty, as objects rather than as active agents in the process. But it's not enough to depend on student views to represent teaching; nor is it sufficient to drop a syllabus into a promotion and tenure file. The third assumption of the project, then, is the need for faculty to be more active agents in putting together appropriate artifacts of their teaching, along with reflective commentary that reveals the pedagogical reasoning behind them."

—from the "From Idea to Prototype" mission statement

project aims to develop for teaching is imperfect. No one wants to replicate in teaching a judgment-making process that has its own shortcomings (such as valuing the quantity of publication apart from its quality). On the other hand, teaching might well benefit from the sense of national reputation that the peer review process around research makes possible; Russ Edgerton, in fact, argues in the September/October 1994 *Change* for the creation of a national market for teaching.

The real question, then, is how to *think about* peer review when it comes to teaching. We need to ask: What kinds of peer interaction — between whom and under what conditions — will contribute to the things we care most about, including student learning?

With this in mind, the organizing idea for "From Idea to Prototype" is peer review broadly conceived. That is, the project focuses not only on the form of peer review that entails judgments about the quality of work for promotion and tenure, but also on ways that faculty can be more effective colleagues to one another in improving their work as teachers. It aims to broaden the range of strategies for peer review, as well, to include not just classroom observation (which is, on many campuses, synonymous with peer review) but a *variety* of processes faculty can use to document and explore their teaching, be it with colleagues next door or across the country.

Project Design

Officially launched in 1994 at AAHE's Second Conference on Faculty Roles & Rewards, "From Idea to Prototype" involves twelve universities (see list) that have joined forces to develop ways for faculty to take more active responsibility for the quality of their work as teachers. Each of the campuses has made a commitment to moving toward the peer review of teaching.

Departmental teams. Last spring, the twelve campuses worked together to choose which of their departments would pilot the project, then each pilot department designated a two-person faculty team. The fields on which the project focuses are chemistry, mathematics, English, history, music, business, engineering, and nursing. Each team works with the other campus teams in its field, forming a project-wide disciplinary cluster . . . historians with historians, chemists with chemists, and so forth.

Stanford institute. This past June, faculty teams from the pilot departments attended a week-long "Institute on the Peer Review of Teaching," hosted by Lee Shulman at Stanford University, to explore the rationale for peer review,

The project focuses not only on the form of peer review that entails judgments about the quality of work for promotion and tenure, but also on ways that faculty can be more effective colleagues to one another in improving their work as teachers.

examine options for its conduct, and devise action plans for moving forward in their own settings. Those plans are being implemented this fall, and teams will reassemble next spring to ask "What have we got?" and examine emerging lessons.

Public discussion. In the final phases of the project, which runs through December 1995, provosts in each participating institution will sponsor public occasions in which the campus community can confront the work of the project — opportunities for relevant faculty groups to learn about and publicly discuss the implications of the project for campus policy and practice.

Lessons to Build On

What progress has been made? What lessons can be drawn from the week-long institute at Stanford and from the plans for peer review that each departmental team devised at the institute and is now implementing back home?

Three lessons stand out:

1. With the right "prompts," faculty *want* to talk with colleagues about teaching.

It's a fact of life on most campuses that the level of faculty conversation about teaching is low. But one lesson from the Stanford institute was that even faculty whose first identity is as researchers are eager to talk about teaching when it means talking about their own fields, as encountered by their own students.

Prompting such talk was the purpose of three exercises we asked faculty to complete in advance of their arrival at the institute. Based on the idea of teaching as a kind of "scholarly project," the three exercises focused, respectively, on the *syllabus* as the plan or prospectus, *classroom practice* as an enactment of that plan, and *student learning* as evidence of results. Each of the exercises called for an artifact plus reflective memo.

Faculty responses to these three exercises deserve more in-depth analysis than can be tackled here, but the most important point may be that the exercises prompted wonderful, thoughtful accounts of teaching — accounts in which teaching is treated not as disembodied, generic technique but as the representation and transformation of ideas. For example, an English professor from IUPUI explored the implications for a senior capstone course of the fact that "the discipline of English Studies is constantly redefining itself"; a member of the chemistry department team from the University of Wisconsin described the rationale behind "a cooperative group project on determining the amount of carbonate in a sodium hydroxide titrant using the H_3PO_4 system."

Much of the time at the Stanford institute was dedicated to small-group discussions of participants' responses to the three advance exercises . . . *much* of the time, I say, but in the view of lots of faculty I spoke to, not enough. Most everyone seemed to want more time to talk about teaching with others, especially others in their own field. This is not to suggest that cross-disciplinary talk about teaching is not powerful stuff; rather, it points to the need for a kind of discussion that often *doesn't* occur on campuses, where teaching improvement efforts typically are organized across disciplines and where it's difficult, then, to talk about the particulars of teaching "my subject to my students."

Interestingly, the three exercises were built into many of the departmental plans that teams developed while at Stanford. As those plans suggest, inviting faculty to think and write about their own teaching is a smart place to begin exploring what the peer review of teaching might entail.

2. Classroom observation is only one strategy for peer review, and not necessarily the best one; having additional options to choose from makes progress more likely.

On most campuses, peer review is exclusively equated with classroom observation — and there things sit, stuck. In contrast, departmental plans developed

Lee Shulman

AAHE is pleased to be undertaking this project in partnership with Lee S. Shulman, Charles E. Ducommun professor of education and Kathleen Quinlan, graduate student, of Stanford University.

Shulman

During the 1980s, Shulman and his research team at Stanford pioneered prototypes for the evaluation of teaching in elementary and secondary schools; those prototypes are now the basis for the work of the National Board for Professional Teaching Standards. Shulman also serves as chair of a university-wide committee at Stanford charged to develop new ways of evaluating teaching there.

Whatever the strategy, changing the departmental culture is not solely the responsibility of the faculty teams. Chairs have a role, as do deans, and provosts. Students, by the way, might also be a force for change.

Four Arguments for the Peer Review of Teaching

- Student evaluations of teaching, though essential, are not enough; there are substantive aspects of teaching that only faculty can judge.
- Teaching entails learning from experience, a process that is difficult to pursue alone. Collaboration among faculty is essential to educational improvement.
- The regard of one's peers is highly valued in academe; teaching will be considered a worthy scholarly endeavor — one to which large numbers of faculty will devote time and energy — only when it is reviewed by peers.
- Peer review puts faculty in charge of the quality of their work as teachers; as such, it's an urgently needed alternative to more bureaucratic forms of accountability that otherwise will be imposed from outside academe.

by the faculty teams at the Stanford institute are characterized by a rich mix of strategies, some familiar, some still under invention, many potentially promising.

Mutual mentoring. One such strategy is represented by what the Syracuse University history department team calls "The Mutual Mentoring Caucus" — an idea that a good number of other teams are pursuing by slightly different names. The details of the strategy vary from department to department, but the heart of the matter entails three things: (1) a group of four or five faculty who agree to work together over time on issues of teaching effectiveness (2) by visiting one another's classes, reviewing their teaching materials, and interviewing their students, (3) in order to help everyone in the group improve — and also, in some versions of the strategy, to assemble best possible evidence of their own effectiveness as teachers.

Teaching library. A second strategy is represented by the library of departmental teaching materials proposed by the chemistry department team from Northwestern (and others, variously, as a departmental teaching portfolio, an archive, even an electronic database). The idea here is *local* materials — that is, not a book shelf with the ten best books on teaching (also a good idea) but a collection of the departmental faculty's *own* syllabi, exams, student projects, and the like. The purpose of such a library — as conceived at Northwestern — is to "provide a resource for course development, especially for young faculty teaching their first courses, but also for the continuing improvement of courses given by experienced faculty." A special advantage of such a local collection is that it deals with issues of *standards* not by setting up a list of general criteria but by putting forward exemplars of good practice.

Pedagogical colloquium. The final strategy I'll mention is one that Lee Shulman introduced in 1994 at AAHE's Second Conference on Faculty Roles & Rewards: the "pedagogical colloquium," which appears in eight or ten of the department plans. This addition to the usual "job-talk" is aimed at getting better evidence of teaching skill into decisions about hiring new faculty. In such a pedagogical colloquium, then, job candidates would be asked to make a presentation on the design of a course they might teach, the pedagogical and intellectual goals for the course, and how assignments will contribute to those goals.

An obvious benefit of such a process is that it introduces teaching effectiveness as an explicit expectation for new hires. But perhaps equally important, it forces conversation among current faculty about the nature of those expectations and what, given the local context, constitutes good teaching.

3. Making the peer review of teaching part of the departmental culture is a challenge that needs strategic attention. We've all had the experience of attending a conference, getting enthused about some new idea, then returning home to a setting in which . . . well, our enthusiasm isn't quite shared. So what are the teams who attended the Stanford institute doing to bring on board their colleagues back home?

One approach is to lead by example — to show the way. That is, some teams apprised colleagues of their peer review plans early in the fall, and have since then gone about their own projects — visiting one another's classes, developing teaching portfolios, working with graduate students, or whatever. Down the road, with work well under way and some product (or "prototype," as the project title puts it) to show others as a consequence, the strategy is to let the examples speak for themselves.

But a second approach is to tackle the buy-in question more directly from the outset, attempting to start departmental conversations about teaching, identifying issues colleagues have on their minds, inviting others on board, hooking the effort to other activities, and so forth. The management department team from the University of North Carolina at Charlotte, for example, included in their plan an

We're eager not only to hear from you with ideas, examples, and relevant resources but to talk about ways that your campus might undertake its own parallel efforts.

invitation to colleagues to "shadow" their process of reciprocal class visits — to observe the observer, so to speak — letting the process expand by a kind of "cell mitosis," with each pair splitting to form another pair.

Other departments are moving into peer review through processes that are already in place, proposing peer review not as a new thing but as a more deliberate, self-conscious aspect of activities already under way in the department. The math department team at the University of Nebraska, for instance, proposes to create more exchange about teaching in a biweekly seminar on this fall's revision of first-semester calculus. Each of the six faculty teaching the new course will make a presentation to the seminar based on an artifact from his or her section, along with written reflection on it; those materials will then be the basis for "a community calculus portfolio to be used and added to by the next group of instructors." Since all subsequent courses build on the learning that occurs in this one, "there is a strong motivation for the entire department to be involved," the team suggests.

Whatever the strategy, changing the departmental culture is not solely the responsibility of the faculty teams. Chairs have a role, as do deans, and provosts. Students, by the way, might also be a force for change.

How to Connect With the Project

Over the next year and a half, the project will result in a variety of reports, recommendations, resource materials, and occasions for public discussion. These dissemination efforts will involve and be directed at individual campuses, campus sectors, and disciplinary communities. Importantly, we will not wait until the end of the project to share its lessons.

Most immediately, the project will be prominently featured at AAHE's upcoming Third Conference on Faculty Roles & Rewards, January 19-22, 1995, in Phoenix. The conference program will include a project briefing and several sessions focusing on strategies for peer review, including the pedagogical colloquium. In addition, campuses ready to move ahead with the peer review of teaching can register for a special conference workshop drawing on the work of the project. (See AAHE News.)

By fall 1995, we'll have reports on the results of campus pilot projects: What did and did not work? What effect did peer review efforts have on departmental culture? What lessons have been learned about the improvement of teaching? In partnership with disciplinary groups and sector-based educational associations, AAHE will sponsor and help organize conference presentations, special gatherings, newsletter reports, and the like.

Finally, it's important to say that although the project begins with a limited number of peer institutions that were already moving toward peer review, the longer-term plan is to expand the circle. We're eager not only to hear from you with ideas, examples, and relevant resources but to talk about ways that your campus might undertake its own parallel efforts.

For more information or to have your name added to the project mailing list, contact Erin Anderson, Project Assistant, The Teaching Initiative, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; ph. 202/293-6440 x42. ■

The Role of the Disciplines

"Every institution should work to develop efficient, robust, reliable, and trusted measures of teaching effectiveness. These could include peer evaluation, surveying of students from previous semesters (say, graduating seniors or alumni), studying student achievement in subsequent courses, reviewing syllabi and examinations, and other techniques. The perceived inability to evaluate teaching is one of the major stumbling blocks to making teaching an integral part of the rewards system in mathematical sciences departments. It is critical that this perception be changed."

—from "Recognition and Rewards in the Mathematical Sciences,"
a report of the Joint Policy Board for Mathematics, Commission on Professional Recognition and Rewards

AAHE will be working cooperatively with the Joint Policy Board for Mathematics and other disciplinary and professional societies that share the agendas of the peer review project.

"The first task we face is to *change the culture of teaching* within the Department. As scientists we believe we can do this in an experimental, evolutionary, iterative, largely voluntary process that will take time but will benefit from encouragement from the Chair, the Dean and the Provost."

—from Northwestern's chemistry department plan

New survey findings.

WHAT OUR PUBLICS WANT, But Think They Don't Get, FROM A LIBERAL ARTS EDUCATION

Ted Marchese interviews Richard Hersh

Richard Hersh had a twenty-five-year background in educational research before assuming the presidency of Hobart and William Smith Colleges in 1992. Over the years, Hersh watched with concern the rise in student and societal vocationalism, and a parallel "devaluing" of both the liberal arts *and* — highly relevant to his new responsibilities — the liberal arts college.

"The liberal arts," Hersh believes, "represents the best kind of education for meeting the complex demands of the twenty-first century. More lately, though, society has come to see little relative value in it compared with what passes for 'professional' education."

"Why?" he asks. "I don't see people facing that question head-on. Perhaps it's out of fear. But finding and facing up to the root causes of society's disaffection is a key to liberal education's survival."

With funding from the AT&T Foundation, Hersh commissioned Daniel Yankelovich's opinion research firm, DYG, Inc., to undertake a pilot study, the first of what Hersh hopes will become yearly assessments of public attitudes toward the liberal arts. Last fall, DYG convened focus groups of "consumers" of higher education (college-bound students, their parents, current college students, and recent grads); the firm also conducted in-depth telephone interviews with business executives in a range of industries and with college and high school administrators.

DYG delivered its report this past summer; last month, Hersh discussed its findings with AAHE vice president Ted Marchese.

—Eds.

MARCHESE: Okay, Dick, let's go straight to the punchline . . . I gather you have a good news/bad news situation to report.

HERSH: Unhappily, yes. The good news is that the business leaders, educators, parents, and students DYG spoke with see great value in the *concept* of a liberal arts education.

MARCHESE: And the bad news?

HERSH: It's that these same business leaders think today's liberal arts colleges are *not delivering* on the promise of the liberal arts. At the same time, parents and students tend to view the pursuit of a purely liberal arts education as a *luxury, not a necessity.*

MARCHESE: Let's unbundle these findings, starting with what people *do* value in liberal education.

Recognizing Value

HERSH: The business executives report a growing interest in hiring the generalist and a move away from the specialist; this shift seems to reflect their perception of changing needs in an extremely competitive business environment. They also say that a liberal arts education can be the best training ground for the generalist manager, and they want to hire such graduates.

Hersh

MARCHESE: Good! Can you be more specific about what these business people claim to value, Dick?

HERSH: DYG asked; five competencies provided by a liberal arts education kept coming up:

- excellent reading, writing, and oral communication abilities;
- foreign language skills, and understanding of foreign cultures;
- critical judgment and problem-solving skills;
- flexibility — in dealing with people, taking on new tasks, switching gears quickly; and
- a highly developed sense of personal responsibility and ethics.

MARCHESE: No big surprises. It's interesting to see on lists like these (which have been done for years) greater emphasis today on the "HOTS" — that is, on higher-order thinking skills. Also, on multicultural abilities, including foreign languages, and — we saw it earlier in the Wingspread report *An American Imperative* (1993) — on issues of values and ethics.

HERSH: It's virtually a consensus list. Indeed, the educators in the focus groups gave about the same answers, and perceived this core of abilities to be the province of a classic liberal arts education.

MARCHESE: Fine — so far. How about parents and students?

HERSH: They also find the idea of a liberal arts education highly attractive. To them, it's an enriching experience that creates a well-rounded adult.

MARCHESE: So, Dick, a quick summary up to this point: There seems to be a general faith out there in the power of a liberal arts education, at least in the abstract.

HERSH: That's the finding, and it *is* encouraging. There's an underlying positive mindset about the liberal arts that's a good platform from which to address its troubles.

MARCHESE: And "troubles" it does seem to have today.

HERSH: Right. Remember, though, this isn't a completely new phenomenon. As your 25th anniversary issue of *Change* reminded me, Ted, beginning in the 1970s there was a big shift among students away from arts and science majors to the professional fields. Over the years since, more and more liberal arts colleges have added occupation-related majors, so much so that Dave Breneman now claims there are only 212 "true" liberal arts colleges left in the country — campuses where, among other criteria, at least 40 percent of the students major in fields unrelated to a specific profession.

MARCHESE: This might be a good place to mention that your findings on public attitudes toward the liberal arts apply much more widely than to that small set of colleges. . . .

HERSH: Arts and sciences people everywhere, in universities and even in community colleges, should ponder what the DYG interviewers heard. Particularly the "bad" news they came up with . . . it's devastating.

Serious Problems

MARCHESE: Let's get to those negative findings. Start with the business leaders.

HERSH: They may like a liberal arts education in principle, Ted, but they simply don't believe today's liberal arts colleges are providing the high-quality, "classic" experience they value and expect. To them, there seems to be some disconnect between current programs and the ideal, a feeling that these colleges have gone soft and are on the wrong track.

MARCHESE: I hope the interviewers pushed these executives to be more specific. . . .

HERSH: Yes, and three things came up. They perceive a decline in academic and personal-conduct standards; that liberal arts colleges are preoccupied with sterile, irrelevant controversies, like "political correctness"; and they think we're too self-absorbed, too self-indulgent.

"Most parents believe employers are looking for specific, technical, job-related skills. In fact, business is as often looking for the more elusive traits and characteristics that the liberal arts provide."

MARCHESE: Ouch. How about parents? and students?

HERSH: Again, while parents find the benefits of a liberal arts education attractive, they're also likely to describe a "pure liberal arts" program as "fun and games in a time when practical considerations are paramount." They think it's more prudent to *mix* the practical and liberal arts.

MARCHESE: "Practical" meaning "to get a job."

HERSH: You bet. What's more, and worse for my kind of college, they believe that one can get the benefits of a liberal arts education at *any* type of higher education institution, including schools that emphasize practical, technical training. What they're saying is, you don't need to attend a liberal arts college to get the benefits of the concept.

MARCHESE: Whew. That alone would raise tough marketing problems for a college like yours. But that aside, and thinking now of the *Bulletin*'s broader readership, Dick, were there any more findings about attitudes toward liberal studies generally?

HERSH: Yes. One problem among parents of college-bound youth is that they have trouble seeing the relevance of such studies to the goals they have for their children in today's world, goals that turn out to be almost exclusively economic.

MARCHESE: That they'll be able to land a good job and get started on a career path right away.

HERSH: Exactly. The "human development" side of the liberal arts they think is fine, but in today's pretty harsh economy — and this is an important finding for us — parents don't see the liberal arts approach as meshing with what they believe business looks for in young applicants.

MARCHESE: That's a misperception, according to the business leaders. . . .

HERSH: Most parents believe employers are looking for specific, technical, job-related skills (like accounting, marketing, and so on). In fact, business is as often looking for the more elusive traits and characteristics (like critical thinking, communication skills, good values) that the liberal arts provide. But, again, parents associate these traits with *any* higher education experience, even a business or engineering program. There's little sense of a liberal arts education making a unique contribution, not only for employment but for life.

MARCHESE: Its opportunity costs may seem high, too.

HERSH: That's a critical issue among parents — value for the money. Today's parents are consumer-minded and want reasonable assurance of value for the big sums of money involved. In today's economic climate, value in education is defined by concrete results — salable skills, a job. Parents tend to think of a liberal arts program as "a lot of money to have a good time for four years." That it's a luxury, unaffordable in the 1990s.

MARCHESE: How about their sons and daughters?

HERSH: Basically, they're very much like their parents — and influenced by their parents —

in their beliefs about what business might be looking for (immediate skills) and about the absence of unique value in a liberal-arts-college education.

A deeper problem is this: Most young people have *no* background at all, from their high schools or their parents, in what is meant by "the liberal arts" . . . except that it has *something* to do with "well roundedness," maybe with "fun."

MARCHESE: Dick, let me loop back and ask you to report more on what business leaders had to say about a "decline in quality."

HERSH: The problem for the liberal arts presented by business leaders — and, incidently, by the high school and college administrators DYG interviewed also — is not one of relevance or uniqueness or value, like DYG found on the family side; instead it's the quality of the liberal arts product being delivered today. The educational ideal is seen as relevant, or potentially relevant, but the perceived, "actual" quality of our offerings and graduates just doesn't cut it for them.

MARCHESE: Again, are there specific criticisms?

HERSH: Four were heard again and again —

- we're not developing good work habits in students . . . perseverance, for example;
- we're not encouraging maturity and independence . . . things like accepting responsibility, knowing when to question authority;
- we're not promoting ethical behavior; and
- we're offering lowered standards and a less-demanding curriculum — that is, liberal arts is an "easy way out" for students.

MARCHESE: Okay, I hear this, but I want to question how much these executives really know about academic life on campus today.

HERSH: Good you should, and the DYG interviewers probed on the point. It turns out, when you press them, that the business leaders confess to a lack of real understanding about what colleges are doing today. They can't talk about today's liberal arts programs in concrete terms . . . there's a lot of "shoulds" in what they say. The criticisms are based not on direct knowledge of campus life but on observation of graduates in their employ.

MARCHESE: So the problem may be one of perception and communication?

HERSH: Yes, at least in part. The good news here is that virtually every executive volunteered to talk further with liberal arts colleges to help resolve the problems. Through dialogue, they think, it might be possible to improve the pool of young talent available to them.

> "The educational ideal
> is seen as relevant,
> or potentially relevant,
> but the perceived, 'actual'
> quality of our offerings
> and graduates just doesn't
> cut it for them."

MARCHESE: You said, "in part."

HERSH: Yes, because the perceptions have *some* basis in fact — observation of our graduates — and the worries about the quality of our "product" can't be just brushed aside. We have to take the criticisms — about character issues, competence, standards for performance — and see where they might have a basis in fact, then make improvements when they're needed. You can't put it all down to "better communication." The attitudes out there will change only when people can see that we're listening and prepared to do something when it's called for.

MARCHESE: Dick, I know you've had a chance to think about these findings; what's your perspective on them?

HERSH: One is that they reflect attitudes at a moment in time. The business and family attitudes reported here are surely connected to the social and economic climate, the anxieties, of the mid-1990s. The Yankelovich people have monitored social trends over the decades; they anticipate that in the years just ahead we may see a rekindled interest in quality-of-life issues, such as being a well-rounded, cultured person, and rising interest in issues of values and ethical behavior — all of which could spell new interest in the liberal arts. I certainly hope so.

Next Steps

MARCHESE: Meanwhile? What couple of things do you hope to do next, in response to these findings?

HERSH: First, let me emphasize that this was only a pilot study, done in the Northeast, accomplished with the generous help of the AT&T Foundation. We now want to do a full-scale study, with appropriate national sample size, validity, and reliability. Once such a larger-scale study is conducted, I would like to see it replicated yearly or every two years, like Gallup's annual poll of attitudes toward public elementary and secondary education. My most immediate task, then, is to secure foundation or corporate support . . . we need about $150,000 . . . since DYG is ready to go now.

Ted, it's crucial that we learn whether this society is willing to sustain a kind of education that has been on the leading edge for most of our national history but now seems to be languishing . . .

MARCHESE: . . . at our peril, you believe.

HERSH: Absolutely. Liberal education, especially the kind offered in small, independent, undergraduate colleges, used to be the most revered and "best" education, until the 1960s. And it is my belief that it is exactly the kind of education best suited to the demands of the complex world of the twenty-first century. How ironic, then, that liberal education and colleges devoted solely to that task are endangered just when we need them most.

MARCHESE: Dick, thank you! ■

Note

For more, contact the President's Office, Hobart and William Smith Colleges, Geneva, NY 14456-3397; fax 315/781-3654.

An EASI Guide to

DISABILITY ETIQUETTE

Some of the most difficult barriers people with disabilities face are the negative attitudes and perceptions of other people. Sometimes those attitudes are just unconscious misconceptions that result in impolite or thoughtless acts by otherwise well-meaning people.

General Suggestions

- Don't assume people with disabilities need your help. Ask before doing.
- Make eye contact, and speak directly to the person, not through her companion.
- Avoid actions and words that suggest the person should be treated differently. It's okay to invite a person in a wheelchair to "go for a walk," or to ask a blind person if he "sees what you mean."
- Treat people with disabilities with the same respect and consideration that you have for everyone else.
- Make basic information available in large print, in Braille, and on the campus electronic network.
- Offer a guided tour of all facilities so that people with disabilities can familiarize themselves with the campus layout. The orientation also should identify any potential obstacles and all emergency exits.

For Specific Disabilities

Visual Impairments

- Be descriptive. You may have to help orient people with visual impairments and let them know what's coming up. If they are walking, tell them if they have to step up or step down, let them know if the door is to their right or left, and warn them of possible hazards.
- You don't have to speak loudly to people with visual impairments. Most of them can hear just fine.
- Offer to read written information for a person with a visual impairment, when appropriate.
- If you are asked to guide a person with a visual impairment, offer your arm instead of grabbing hers.

Speech Impairments

- Listen patiently. Don't complete sentences for the person unless he looks to you for help.
- Don't pretend you understand what a person with a speech disability says just to be polite.
- Ask the person to write down a word if you're not sure what she is saying.

Hearing Impairments

- Face people with hearing impairments when you talk to them so they can see your lips.
- Slow the rate at which you speak when talking to a person with a hearing impairment.
- Increase the level of your voice.
- Communicate in writing, if necessary.

Mobility Impairments

- Try sitting or crouching down to the approximate height of people in wheelchairs or scooters when you talk to them.
- Don't lean on a person's wheelchair unless you have his permission — it's his personal space.
- Be aware of what is accessible and not accessible to people in wheelchairs.
- Give a push only when asked.

Learning Disabilities

- Don't assume the person is not listening just because you are getting no verbal or visual feedback. Ask her whether she understands or agrees.
- Don't assume you have to explain everything to people with learning disabilities. They do not necessarily have a problem with general comprehension.
- Offer to read written material aloud, when necessary. ■

About EASI
(Equal Access to Software and Information)

EASI provides information and guidance to colleges, universities, K-12 schools, libraries, and employers about how to make information technologies accessible to people with disabilities. EASI's participants include computing and disabled student services staff, faculty, administrators, vendors, representatives of professional associations, private consultants, heads of both nonprofit and for-profit organizations, faculty and staff from K-12, and students.

Until 1993, EASI was affiliated with EDUCOM, a consortium of colleges and universities. EASI moved to AAHE when Steve Gilbert, formerly with EDUCOM, became director of AAHE's Technology Projects. The chair of EASI is Norman Coombs, professor of history at the Rochester Institute of Technology.

For more information about EASI, phone 714/830-0301, or send an Internet message to the address EASI@EDUCOM.EDU.

Adapted from the brochure "Service and Consideration: An EASI Guide to Disability Etiquette for Computing Service Providers."

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ZIMBABWE!

AAHE and the AAHE Black Caucus announce a study tour to Zimbabwe.

August 4-17, 1995

This summer, the AAHE Black Caucus will sponsor its second study tour — an educational/cultural tour to Zimbabwe, on August 4-17, 1995. The event will offer AAHE members and other travelers the opportunity to explore Zimbabwe's diverse culture and stunning natural beauty and to meet colleagues at universities and other educational institutions there.

The Zimbabwe study tour aims to:

- Promote international understanding and facilitate exchanges that will create a dialogue between American and Zimbabwean higher education professionals.
- Encourage the integration of international content into college curricula.
- Identify international education projects for follow-on involvement by tour participants.

The trip is geared toward the professional interests of higher education faculty and administrators. But it is also open to other individuals and, as such, the schedule will include many cultural events and leisure activities for the enjoyment of all travelers.

AAHE and its AAHE Black Caucus are committed to serving the interests of their members by creating opportunities for personal and professional enrichment. The current trip grew out of interest generated by the caucus's 1990 study tour to Ghana. This tour has been organized by Mel Terrell, vice president for student affairs at Northeastern Illinois University.

Itinerary. The tour will begin with a two-day stay at Victoria Falls, followed by eight nights in Zimbabwe's capital, Harare. Activities will include tours of the city and the University of Zimbabwe, meetings with administrators and faculty, cultural outings, and sightseeing trips to Hero's Acre and the Great Zimbabwe Ruins.

Costs. The cost of the tour is $2,950 per person for AAHE members, and $3,050 per person for nonmembers, based on double occupancy. Single-occupancy rooms will be available for an additional $500 (for members or nonmembers). The cost includes roundtrip airfare from New York, ground transportation in Zimbabwe, first-rate hotel accommodations, daily breakfast, and several guided sightseeing tours by chartered bus.

For more information. To be sent a tour brochure and reservation form, call, mail, or fax to:

Zimbabwe Study Tour
AAHE
One Dupont Circle, Suite 360
Washington, DC 20036-1110
ph: 202/293-6440 x22
fax: 202/293-0073

Provide your name, title, address, and day/evening phone numbers.

Note: All AAHE Black Caucus members will automatically receive the brochure by mail later this fall.

Reservations will be taken on a first-come, first-served basis; a $100 reservation deposit will be due on or before **January 31, 1995.** If the tour sells out, reservation priority will be given to AAHE members. ■

Zimbabwe in Profile

Location: Zimbabwe is located in the cool central highlands of southern Africa and shares borders with South Africa, Zambia, Mozambique, and Botswana.

Population: Zimbabwe has a multiracial and multiethnic population of more than nine million people. Its culturally diverse society served as a model for the recent creation of a multiracial democracy in neighboring South Africa.

Language: English is Zimbabwe's official language and is spoken by most of the population; the two principal African languages are Shona and Ndebele.

Higher education: There are three universities in Zimbabwe. Two are conventional, comprehensive universities (one public and one private), and the third is a technical university in Bulawayo.

Politics: Zimbabwe gained its independence in 1980 after a long liberation struggle against white minority rule. It has since emerged as one of the most stable and democratic nations in sub-Saharan Africa.

Attractions: *Harare*, the capital of Zimbabwe, is a modern and spacious city. It is a bustling national center of more than 600,000 people, with colorful public parks, tree-lined avenues, and architecture that is both impressive and varied. About an hour's flight from Harare is *Victoria Falls*, a roaring, mile-wide cataract that spans Zimbabwe's northwest border with Zambia on the Zambezi River; it is one of the "natural wonders of the world." What now is the *Great Zimbabwe Ruins*, located 150 miles south of Harare, was once the capital city of southern Africa's powerful Munhumutapa Kingdom, the largest structures ever built in precolonial, sub-Saharan Africa. The nation of Zimbabwe derives its name from these impressive reminders of African architectural achievement; in Shona, "Zimbabwe" means "Great Houses of Stone."

AAHE NEWS

AAHE: phone 202/293-6440, fax 202/293-0073

National Community Service

Colloquium Planned in January on Service

In a letter dated September 8, 1994, sent to college and university presidents, President Clinton called on all American institutions of higher education to get involved in "inspiring an ethic of service across our nation." In response to the President's "call to service," AAHE is announcing that it will convene an invitational **Colloquium on National and Community Service,** to be held *January 12-13, 1995,* in Washington, DC. AAHE vice president **Louis Albert** is directing this project.

AAHE is organizing the colloquium with support from the Ford Foundation, in partnership with Campus Compact, and in cooperation with several sector-based higher education associations. In October, those cooperating associations sent their constituent presidents or chief academic officers letters urging each campus to appoint an "action officer" and to sponsor that person's participation in the colloquium. As many as 500 such campus action officers are expected to attend.

Agenda. What purpose will the colloquium serve? For campuses looking to deepen their commitment to national and community service, the Clinton administration's own national service program (AmeriCorps) represents just one vehicle. Many campuses offer extensive voluntary service programs; others have implemented credit-bearing service-learning courses and curricula, found innovative ways of using work-study funds, or created opportunities and incentives for students to work in the not-for-profit sector upon graduation. But, even on campuses where commitment is high, often the various initiatives are pursued in isolation, rather than as mutually reinforcing parts of an overall strategy. Too often, the impact of such programs ends up as marginal.

The Colloquium on National and Community Service will address such problems by helping each participating action officer develop concrete strategies for deepening the commitment to service on his or her campus. Exemplary models of community service and service-learning will be presented, and appropriate supporting materials provided. Curricular issues, faculty involvement, and program coordination will get particular attention.

Why AAHE? AAHE's role as colloquium organizer comes out of its longstanding commitment to supporting this very important line of work. Since 1985, programming at AAHE's National Conference on Higher Education and material in both *Change* and *AAHE Bulletin* have addressed service-related topics. They also have provided outlets for efforts by groups such as Campus Compact, the Partnership for Service-Learning, the Campus Outreach Opportunity League (COOL), the National Society for Experiential Education (NSEE), and most recently the Corporation for National and Community Service. Service issues have been the particular interest of AAHE's Albert, who has for the past five years served on the board of the Partnership for Service-Learning.

AAHE's major partner in the project, Campus Compact, is a coalition of nearly 500 college and university presidents committed to helping students develop the values and skills of civic participation through involvement in public service.

For more information about how your campus might participate in the colloquium, call Brian Harward (x49), coordinator, Colloquium on National and Community Service, at AAHE.

The Education Trust

Conference Last Call

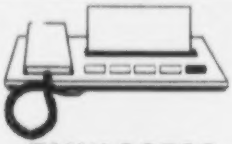
AAHE's **Fifth National Conference on School/College Collaboration** will be held *November*

Bulletin Invitation

Are you thinking of submitting an article for publication in the *Bulletin?* Here are answers to some of the more commonly asked questions:

- The *Bulletin* is looking for articles that attack problems in practical ways, or offer fresh insight on issues.
- Readers like bibliographies, resource lists, etc.
- The *Bulletin* is not a journal; the tone is direct, personal, sometimes humorous; scholarly footnotes and references generally are unnecessary.
- Readers like shorter articles; more than 10-12 double-spaced pages is usually too much.
- The *Bulletin* is not refereed.
- AAHE does not buy articles.

To receive the *Bulletin*'s fuller "Author Guidelines" immediately by fax, you can call AAHE's Fax/Access service (see page 14) at 510/271-8164 and request item #11; be ready to provide the number of the fax machine to receive the document. To have the guidelines sent by mail, contact the *Bulletin*'s assistant editor, at AAHE (x41).



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104 — "Displaying Teaching to a Community of Peers" *by Lee S Shulman*

103 — "Assessment, Quality, and Undergraduate Improvement" *by Theodore J. Marchese*

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100 — "Remembering the Heart of Higher Education" *by Parker J Palmer*

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10 — Menu of Documents More detail about each offering

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For more detail, order the free Menu (#10).

17-20, 1994, in *Washington, DC*. The theme of the conference is "Unfinished Business: Organizing for Student Success K-16." Featured speakers will include **Linda Darling-Hammond, Robert Albright,** and **Alison Bernstein.** To avoid the confusion of last-minute mail, plan to register on site. For more information, contact Carol Stoel (x34), conference director, or Grace Moy (x15), project assistant, The Education Trust, at AAHE.

The Education Trust

Grant Awarded

AAHE's Education Trust was recently awarded a three-year, $1,050,000 grant from the Department of Education's Fund for Innovation in Education to develop models of standards-based professional development in three of the Trust's Community Compact sites: El Paso, TX; Philadelphia, PA; and Pueblo, CO.

Mitchell

The movement toward standards-based education reform is prompted by dissatisfaction with current levels of achievement in American schools. The goal is to shift from an *input-driven* system, in which student achievement varies widely, to an *outcomes-driven* system that sets high standards of achievement for *all* students. A crucial part of reform is professional development for educators to deepen their content knowledge and enhance their teaching skills. Teachers must actively participate in the process of standard-setting for it to succeed.

In each of the three Compact cities, community and education leaders will work together to determine content standards for students. Then, teachers from a single "cluster" (elementary, secondary, and postsecondary) in each city will examine student work to establish performance standards and to design the appropriate curricula and assessments to help achieve those standards. These models then can be "rolled out" to other clusters and other cities.

The program will be coordinated by **Ruth Mitchell** (x46), who joined the AAHE staff half-time on October 1, 1994. Mitchell is the former associate director of the Council for Basic Education and author of its *Testing for Learning: How New Approaches to Evaluation Can Improve American Schools* (1992).

Forum on Faculty Roles & Rewards

Upcoming Conference

The **Third AAHE Conference on Faculty Roles & Rewards** will be held *January 19-22, 1995*, in *Phoenix, AZ*. The theme of the conference is "From 'My Work' to 'Our Work': Realigning Faculty Work With College and University Purposes." Featured speakers will include **Robert Berdahl, Carol Cartwright, Donald Kennedy,** and Gov. **Roy Romer** (invited). If you have not received registration materials by mid-November, contact Kris Sorchy (x20), project assistant, Forum on Faculty Roles & Rewards, at AAHE; Internet: aaheffrr@capcon.net.

Board of Directors

Call for Nominations

AAHE invites you to nominate candidates now for the 1995 Board of Directors election, to be held next spring. A nominating committee, headed by Past Chair **Carol Cartwright,** will consider the names submitted and select the final election slate.

The following offices are open for nominations: *Vice Chair*, to be Chair in 1997-98, and *two regular positions*. Each office carries a four-year term.

To submit a candidate for consideration by the committee, send his or her resume and a letter describing the contribution the nominee would make to AAHE and its Board. All nominations should be addressed to Brooke Bonner (x24), executive secretary

continued on p. 16

Bulletin Board

by Ted Marchese

Welcome back for news about AAHE members (names in **bold**) doing interesting things, plus items of note . . . do send me news!

PEOPLE: I'm looking forward to November 17th and the inauguration of my friend **Art Levine** as the ninth president of Teachers College, Columbia University . . . "TC," which for decades was the very center of thought about American education, grapples with its future in a follow-on symposium, "The Future of the School of Education in America," featuring **Clark Kerr** — Art's first employer at the old Carnegie Commission. . . . TC's current faculty star, **Linda Darling-Hammond,** is a headliner the next day at AAHE's Fifth National Conference on School/College Collaboration, Nov. 17-20, here in Washington. . . . Also in town, over at the White House, I was delighted to see President Clinton award one of this year's humanities medals to **Ernest Boyer** . . . recently, NEH chair **Sheldon Hackney** (the former president of Penn) spent an evening with the AAHE Board and was asked to compare the two jobs . . . his present post, Hackney said, controversial as it's been, is still less political than a university presidency . . . a federal agency head also has greater control of agenda and time for thought, he observed.

Clark

Peinovich

AAHE TOP 15: It's more edifying than a football poll: my colleague **Lou Albert** put together attendance lists from AAHE's eight major conferences over the past two years and asked: What are the top colleges for AAHE participation? They are:

1. Penn St.
2. Miami (O.)
3. Alverno
4. Michigan St.
5. Texas
6. Nebraska
7. N.C. St.
8. Weber St.
9. Arkansas
10. California
11. IUPUI
12. Michigan
13. Inter American (P.R.)
14. Arizona St.
15. La Guardia CC

CHAIRS: Two of higher education's premier scholar-citizens (both of them former AAHE Board members) — **K. Patricia Cross** and **Alexander Astin** — were honored earlier this fall with appointment to chairs by their respective University of California campuses. . . . At Berkeley, Pat was tapped for the David Pierpont Gardner chair in higher education . . . right now, she's busy on a book and chairing a WASC commission on accrediting's role in improving teaching and learning. . . . Down in Los Angeles, UCLA, after a search, did the right thing and appointed its own Sandy Astin to the Allan Murray Cartter chair in higher education . . . this is the chair **Burton Clark,** our foremost scholar of comparative higher education, held from 1979 until his retirement in 1991.

MORE PEOPLE: Best wishes to new community college presidents **Bernadine Chuck Fong** at Foothill and **Michael Murphy** at the College of DuPage. . . . Portland CC's **Betty Duvall** takes up a newly created position in the U.S. Department of Education, community college liaison. . . . **Paula Peinovich,** VPAA of Regents College of SUNY, has a Fulbright to do a comparative study of external degree programs, will be a visiting fellow at the University of Warwick, in Coventry, England. . . . About this time of year, I get a lot of presidential convocation addresses in the mail, most of them forgettable . . . most provocative was the one by **Dolores Cross,** of Chicago State, in which she calls for "coalition building" across traditional boundaries on behalf of student learning and the address of community problems. . . . Also at this time of year, after months of public and private complaints about the "unfairness" of *U.S. News*'s college rankings, I'm flooded with press releases from "winning" colleges trumpeting the fact. . . . A lot more meat to be found in **Clifford Adelman**'s new book from Jossey-Bass, *Lessons of a Generation*, a longitudinal portrait of the high school class of 1972.

CHAPTER 1: Since 1990, a 28-person commission of scholars and activists has met to figure out ways that the federal Elementary and Secondary Education Act, and especially its crucial Chapter 1, could be reshaped to boost school and pupil performance in high-need districts. . . . For the past two years, commission members met almost weekly at AAHE to coordinate getting their recommendations across within Washington policy circles and on the Hill. . . . Happily, a lot of that work came to fruition October 5th, with final congressional passage of a rewritten ESEA . . . the $10-billion enactment includes substantial new sums for teacher professional development. . . . If you haven't been following all this, reread your March '93 *Bulletin* for a report on Chapter 1 by AAHE's **Kati Haycock**. ■

continued from p. 14

to the president, at AAHE. Nominations must be postmarked no later than *December 9, 1994*.

AAHE Assessment Forum,
AAHE's Quality Initiatives

Call for Proposals

It's time to start thinking about workshops, sessions, and/or commissioned papers you'd like to propose for the **Tenth AAHE Conference on Assessment & Quality,** scheduled for *June 11-14, 1995*, in *Boston, MA*. The preliminary theme of the 1995 conference is "Assessment, Quality, and Learning: Forging Better Connections."

The conference will offer a rich variety of presentations that respond to the following questions: What kinds of assessment/CQI efforts have made and are making a real difference in the quality of learning and performance — at the level of students, faculty, programs, and institutions? How, in what ways, and for whom have they improved higher education? What can we learn from efforts that have *not* succeeded?

The 1995 Assessment & Quality conference will include several thematic tracks, exploring connections between assessment and quality improvement efforts and

- student learning and development;
- accountability to our many "publics";
- accreditation: regional and specialized;
- parallel initiatives in K-12;
- determining and implementing quality standards and criteria;
- faculty evaluation, roles and rewards, and teaching improvement;
- portfolios, interviews, and capstones: what have we learned;
- constructing new cultures/communities of learning.

As always, proposals that go beyond the topics listed above are also welcome.

A formal Call for Proposals will appear as an insert in the December 1994 *Bulletin*. To receive the call sooner, call 202/293-6440. ■

Important Dates

Fifth National Conference on School/College Collaboration. Washington, DC. *November 17-20, 1994.*

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*

- **Discount Hotel Rate Deadline.** *December 29, 1994.*
- **Regular Registration Deadline.** Registration increases $20. *January 7, 1995.*
- **Team Registration Deadline.** *January 7, 1995.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *January 7, 1995.*

1995 National Conference on Higher Education. Washington, DC. *March 19-22, 1995.*

Tenth AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14, 1995.*

National Education Computing Conference. See October *Bulletin* "AAHE News" for details. Baltimore, MD. *June 17-19, 1995.*

- **Poster Proposal Deadline.** *December 1, 1994.*

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A A H E

December/1994 Volume 47/Number 4

Helping Students Take Charge

Empowering Lifelong Self-Development

BY ARTHUR CHICKERING

Transfer Articulation

BY HELEN GILES-GEE

Fault Lines

Notes Toward a K-16 System

BY NANCY HOFFMAN

LETTERS

AAHE NEWS

ASSESSMENT & QUALITY CALL FOR PROPOSALS

BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

In this issue:

First, just a reminder that the next issue of the *Bulletin* you receive will be devoted exclusively to AAHE's flagship conference, the National Conference on Higher Education, coming March 19-22, 1995, to Washington, DC. The *Bulletin* will return to its regular format in February.

With this issue, then, we finish the first half of our 1994-95 lineup of feature articles. Ever with an eye toward improvement, we invite your feedback. Stitched into this copy of the *Bulletin* you'll find a tear-out evaluation card: Which articles did you read? Which ones did you appreciate, or not? Why? What feedback can we have from you on the *Bulletin* overall?

Whether this card is the first of many will depend on your response. But know that your comments do inform our planning, both for the remaining issues of the year and beyond. —BP

3 **Empowering Lifelong Self-Development**/higher education's fundamental responsibility to students/*by Arthur Chickering*

6 **Creating a New Vision of Articulation**/not just a community college issue/*by Helen F. Giles-Gee*

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AAHE BULLETIN
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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

EMPOWERING LIFELONG SELF-DEVELOPMENT

by Arthur Chickering

My position here, which will not surprise persons ancient enough to be familiar with my past work, is that a fundamental purpose of higher education is to help students become effective agents for their own lifelong learning and personal development. Our relationships with students, the ways we teach, the questions we raise, the perspectives we share, the resources we suggest, the short-term decisions and long-range plans we help them think through, all should aim to increase their capacity to take charge of their own existence.

How can we help students — of all ages — learn to take charge of their own development? What capacities do we need to help them become more conscious of so they can be more intentional about their own learning? (See note 1.) When I wrestle with these questions, it helps me to use Ann Lynch's "moving in," "moving through," and "moving on," conceptual organizers for organizing student personnel services and academic advising. (See note 2.) This way of thinking about college is also a good way to think about entering, moving through, and moving on from other significant life experiences; it's a good way to think about major life transitions.

MOVING IN

Helping students move *into* college effectively is far and away our most important responsibility. It is critically important for each student; its consequences for student success and for attrition make it critically important for the institution. Yet, the time, energy, and resources devoted to this transition fall far short of what's needed.

Arthur Chickering is university professor of educational leadership and human development in the Graduate School of Education, George Mason University, Fairfax, VA 22030-4444.

The key issues to address are helping students make the transition itself, and helping them develop or discover motivation for learning.

Making Transitions

Every transition means coping with new roles, new routines, new relationships, and new assumptions — about oneself, about others, about the culture being entered. To make an effective transition, it is important to take stock of one's situation, supports, and coping strategies and of oneself. We can help students do that stock taking, and we should.

Perhaps that stock taking will suggest the student enroll in fewer courses, shift from full- to part-time work, shuck off some responsibilities, or cut back on some activities. It might even suggest withdrawing, or not enrolling, until the situation, supports, coping strategies, or self are more consistent with being successful. (See note 3.)

Developing Motivation for Learning

Here it's helpful to distinguish between two learning agendas for college: learning important for career success, and learning important for a good life.

Career. Successful careers call for well-developed cognitive skills, interpersonal competence, and motivation. Among those cognitive skills, critical thinking and conceptualizing, accompanied by high-level written and oral communication, are most important. These abilities — not the knowledge acquired, for it becomes quickly obsolete — distinguish persons who have outstanding careers. Helping students recognize this is key.

Second most important to career success is interpersonal skills — the ability to work effectively with others, to seek and to offer help, to influence others, to help others become more competent and strong themselves, to perform well with persons with diverse backgrounds and in diverse situations. Because about 80 percent of communication is nonverbal, we especially must help students develop skill in reading nonverbal communication and in controlling their own nonverbal signals.

Third is appropriate motivation. People who succeed are clear about what's driving them, what they want to do, where they want to go, and why. They set high standards for themselves, work hard, and take risks. They have self-confidence.

A good life. Such capabilities and personal characteristics also contribute to creating a good life. But they are not enough.

To live a good life, one also needs to manage one's emotions. Students can't learn if they are gripped by anxiety, anger, depression, lust, shame. They need our help in learning how to control these powerful feelings.

Moving from "dependence" on others, through "autonomy," toward "interdependence," is another significant area for learning. Becoming a mature adult means moving beyond individual independence, to relationships of mutual respect and support.

Finally, one needs to develop integrity. Students show integrity when what they say in one situation is consistent with what they say in another . . . most important, when the words they say are consistent with their actions.

Our role. We can play a key role in helping students understand the importance of developing these capacities and personal characteristics. We can help students understand, too, that courses and classes, extracurricular activities, opportunities at work and in the community, even family responsibilities, all are valid opportunities for that development. In doing so, we strengthen their motivation for tackling diverse learning experiences, better positioning them to invest energy and emotion in making an effective transition.

MOVING THROUGH

Moving *through* college in ways that maximize learning involves defining a suitable major, understanding how to get the most out of courses and classes as well as activities beyond courses and classes, and developing mature relationships.

Defining a Major

As we all recognize, defining a major configures much of the college experience and eliminates many options. But more important, when the choice of major really fits, it has great motivational force; it releases energy and enthusiasm that can power a wide range of significant learning and personal development.

I use "defining" for a good reason. Most students assume that they must select from among predefined alternatives. But for students who have interests or occupational orientations that don't conform to the sometimes unrealistic ways we academics box knowledge and competence, most institutions offer "individualized majors." Often, such options are not exercised.

We can play a key role in helping students create majors that are truly responsive to their particular interests and purposes. We can help them remember that a satisfying life means integrating vocational plans, personal interests and values, and issues of lifestyle. We can help them think about how their major might help them develop the skills and traits necessary for a successful career and a good life that we looked at when they were starting out. We can encourage them to make effective use of institutional resources, such as the career planning office, faculty members, off-campus field experiences.

Most important, perhaps, we can help them invest the time and energy to get information and to explore alternatives that this significant decision calls for.

Maximizing Learning

Helping students maximize learning from all the academic and extra-academic activities and resources available is one of our most important responsibilities. Our best leverage here is helping students recognize that the long-run payoffs come *not* from just getting good grades but from learning that lasts. Several meta-analyses from the 1960s to the late-1980s document that college grades are very poor predictors of success at work or in living a good life. (Of course, if a student flunks, that's different.) A high GPA is important only if the student hopes to enter a selective graduate school. The critical factor is having the degree.

The best thing we can do is to help students understand how learning occurs, and the strengths and weaknesses of their own learning styles. There are several conceptual frameworks that can be very helpful. I like David Kolb's experiential learning theory, because it helps students manage both academic and extra-academic opportunities for learning in ways that fit the particular contexts, the desired outcomes, and their own styles. (See note 4.)

According to Kolb, learning starts with experiences. The student reflects on these, and makes observations about them. As these experiences accumulate, the student develops some concepts, a hunch, a "theory," which seems to explain what is going on, why something seems to recur. These concepts become the basis for how the student thinks or acts the next time he or she encounters similar experiences.

Many courses and classes are strong on conceptual abstractions, but short on concrete experiences, active application or experimentation, or reflection. Many extracurricular activities or other extra-academic opportunities can provide powerful experiences and contexts for application, but are short on concepts or reflection. When students learn how to build what's missing, how to create the appropriate mix of all four elements — *concepts, experiences, application, reflection* — then their learning throughout college is greatly strengthened.

We also can help students maximize learning by informing them about more general principles for getting the most out of college, and helping them to act accordingly: build relationships with faculty members . . . work collaboratively with other students . . . learn actively . . . get prompt feedback . . . emphasize time on task . . . set high expectations . . . respect diverse talents and ways of learning, in themselves and others.

Developing Mature Relationships

A student's most important "teachers" are usually other students. Numerous studies show that peer relationships play a significant role in student persistence and degree completion, and they are major influences on learning and personal development. Loneliness and social isolation can become serious impediments.

Developing mature relationships also means being comfortable with and open to persons different from oneself. It means responding to persons in their own right and not as members of some group. It means recognizing one's stereotypes and prejudices, and learning to suspend judgments.

MOVING ON

Helping students move *on*, after we have worked with them to move *in* and move *through* college effectively, can be one of our most satisfying experiences. When students have defined a major that has worked for them; when they have learned how to learn from both academic and extra-academic experiences; when they have developed a rich set of diverse, mature relationships, they are well positioned for work, for further education, for moving toward marriage and starting a family.

Students encounter two sets of issues in making this last transition: clarifying their new identity as it relates to vocation, avocation, and lifestyle; and putting their immediate plans in a life-span perspective.

Clarifying the New Identity

Many students find it difficult to leave the structured world of college and the friends they have made and to move on to an uncertain future. College is promoted as the route to success, and college grads overall do much better than others in our society. But realistic expectations are essential for this transition.

Being realistic for students today may mean facing the prospect of temporary "downward mobility" or a "menial" first job; students who have become "seniors," who have enjoyed leadership roles on campus, may find it hard to "start at the bottom" again. Helping students be realistic about those possibilities is an important first step.

Then there is students' broader struggle with defining their new identity. Moving into and through college supplied one kind of identity, whether the student is age 18 or 47. It answered, at least temporarily and tentatively, questions like: Who am I? Who do I want to become? Where do I want to go? But with graduation, those questions rise brightly to the surface.

Developing a Life-Span Perspective

Learning doesn't stop with graduation. Career success and a good life depend on continuous learning and self-development. Leading a rich, full life depends on the capacity to put oneself in new, challenging situations and to learn from them.

To stay in charge of one's own learning and development, two things are helpful. First, it's useful to have some sense of what lies ahead, of the "adult life span." Second, it is useful to be clear about the knowledge, competence, and personal characteristics one is taking along.

Once students understand the challenges and opportunities for learning and self-development they likely will face in the future, they can assess the challenges they have already met, which ones are coming soon, and which are still over the horizon. Although this is increasingly an "age irrelevant" society, every person still faces, at one time or another, a variety of "developmental tasks" that are provoked by biological and social forces, or by one's own constantly evolving personality. These developmental tasks can provide a useful framework for self-assessment and planning as students move on from college.

We can be mightily helpful to students of whatever age who are facing the graduation transition. We can be sounding boards for their thoughts concerning refashioned identities. We can help them integrate information from the career planning center, from job interviews, from conversations with family and friends. We can introduce them to pertinent literature concerning the adult life span, help them identify developmental tasks they have completed and those coming at them, help them identify further learnings that may be required or that they will want to initiate.

By so doing, we can help students leave with optimism, enthusiasm, and the sense of being in charge of their own futures. ■

1. For more detailed discussion of the positions taken in this article, accompanied by self-diagnostic exercises for students, see A.W. Chickering and N.K. Schlossberg, *Getting the Most Out of College*, (Allyn and Bacon, 1994).
2. See N.K. Schlossberg, A. Lynch, and A.W. Chickering, *Improving Higher Education Environments for Adults*, (Jossey-Bass, 1989), for detailed development of this framework.
3. See N.K. Schlossberg, *Counseling Adults in Transition*, (Springer Press, 1984), and *Overwhelmed*, (Lexington Press, 1994), as well as A.W. Chickering and N.K. Schlossberg, *Getting the Most Out of College*, for more details.
4. For more about Kolb's experiential learning theory, see D.A. Kolb, *Experiential Learning*, (Prentice-Hall, 1984).

Note

A version of this article appears in the Fall 1994 issue of *NACADA Journal*, volume 14, number 2.

For more about the National Academic Advising Association, contact the NACADA Executive Office, Kansas State University, 2323 Anderson Avenue, Suite 226, Manhattan, KS 66502; ph. 913/532-5717, fax 913/532-7732.

CREATING A NEW VISION OF ARTICULATION

by Helen F. Giles-Gee

Some educators believe that articulation is a community college issue. And until the 1980s, it pretty much was. Community college students transferring to four-year colleges often encountered difficulties, such as loss of credits, the lack of scholarships, and the nontransferability of their general-education courses. Two-year colleges and their champions, such as the American Association of Community Colleges (AACC), worked hard to gain access to four-year colleges for their students. But most baccalaureate-degree-granting institutions had other priorities, choosing instead to concentrate their efforts on recruitment of first-year, first-time students.

During the 1980s, however, conditions began to change. New trends in the movement of college-bound students, fiscal shortfalls facing higher education institutions, and federal legislation on "tech prep" and "school to work" pushed higher education to rethink its priorities. External pressures by legislators forced college leaders to reevaluate the performance of their institutions in the area of transfer articulation. And legislative and student interest in transfer efficiency translated into demands for greater institutional accountability, in turn stimulating the creation of databases and the use of new technology. Public policies on articulation have influenced both curricula and faculty responses to these trends.

Demands for change in higher education's approaches to articulation are not going to disappear. Instead, higher education's leaders must respond with a new vision of articulation to address the new reality.

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Trends in Student Movement

The National Center for Education Statistics (NCES) estimates that attendance at postsecondary institutions reached record levels of almost 14.2 million students in Fall 1991. About 61 percent of those students were enrolled at four-year institutions, and 39 percent at two-year institutions.

Nationally, Fall 1991 enrollment at four-year institutions increased 3.2 percent over Fall 1990 levels; at two-year colleges, however, enrollment increased more than twice as fast (7.6 percent) in the same period. In addition, the total number of associate degrees awarded increased by 2.3 percent from 1989-90 to 1990-91. Taken together, these data indicate that more two-year students currently are available to enter four-year institutions than at any time in history.

For their part, first-time, first-year enrollments at four-year colleges and universities decreased substantially during the 1980s, reports NCES. As a consequence, such institutions found themselves relying increasingly on transfer student matriculations to maintain enrollments.

Impact of Diminished Appropriations

Financial shortfalls in many states have resulted in reduced appropriations to higher education — even as four-year colleges and universities face increased demands from transfer students for academic programs and resources. To offset such losses, colleges and universities increased the price of tuition. Tuition increases at four-year colleges and universities outpaced those at community colleges, providing one more reason for college-bound students to consider two-year institutions as their gateway to earning baccalaureate degrees.

As the number of students attending community colleges increased, legislators grew interested in transfer efficiency. Before demanding change, most state legislatures requested that higher education entities document the efficiency of the transfer process and the academic achievement of students as they progressed to a baccalaureate degree. Many four-year colleges and universities responded with data-collection systems that reported on the academic performance and/or retention and graduation rates of students who transferred to their institutions from community colleges. While these are valuable data, they do not measure the effectiveness of the transfer process.

To accurately measure transfer efficiency requires data-reporting systems capable of tracking students as they move around in the state's educational system. The creation of such statewide networks and databases, in turn, requires that administrators from two- and four-year institutions come together to determine the necessary data elements, hardware, and other resources needed to address issues of accountability.

The Impact of Technology

Higher education administrators looking for ways to save money have benefited from recent advances in transfer advising technology. In Maryland, the electronic transmission of transcripts, coupled with new software such as ARTSYS, has provided the means to send and evaluate transcripts across networks, thus decreasing the number of staff required to key in and verify data.

Developed in 1988, ARTSYS is a computerized data information system for students enrolled in two-year institutions (see note). When the number of a course is entered, ARTSYS provides the course numbers of equivalent courses at four-year institutions, and notes whether the student's course fulfills a general-education area requirement at either the sending (two-year) or receiving (four-year) institution. Four-year institutions that have developed "recommended transfer programs" in consultation with two-year institutions provide that information to be recorded on ARTSYS. Each "recommended transfer program" covers course and admission requirements, including guaranteed course transferability into specific universities.

The University of Maryland System (UMS) provides ARTSYS free to all Maryland community colleges and at low cost to most private postsecondary institutions. In addition, the University of Maryland System coordinates the visits to community college campuses by representatives of its four-year institutions. On these "transfer days," the resident two-year transfer coordinator and the UMS representatives advise community college students about transfer programs and provide them with program information that is printed from the ARTSYS database.

Combined with ARTSYS, the electronic transmission of transcripts (ET) allows institutions to analyze transcripts to determine what curricular requirements have been fulfilled, for academic programs and for the calculation of cumulative and transfer grade-point averages.

In addition to these technologies, some postsecondary consortia and systems are developing a common computerized admissions application. Such an application — made on disk or transmitted over a network — would enable a student to apply simultaneously to the multiple member institutions. Future developments in technology might enable potential students to "visit" colleges through virtual reality at kiosks set up in shopping malls, and to pay their application fees using a credit or bank debit card.

With fewer dollars to build remote off-campus sites, postsecondary institutions also are looking to technology for better ways to reach geographically isolated student populations. Distance education projects have long been used by higher education institutions to extend outreach and continuing education programs.

Through instructional television, two- and four-year institutions now are delivering academic programs to new markets. With the combined use of television monitors and microphones, students at distant sites can participate in classroom discussions. One consortium of postsecondary institutions, the National Technological University, broadcasts courses via satellite across the United States to engineers at their job sites. As learning communities are no longer bound by physical location, new partners are pressing for innovative ways to educate students.

Articulation With High School Populations

Past models of articulation have centered on the transfer of students from two-year institutions to four-year institutions. But that, too, is changing. These days, high school populations are emerging who enter four-year postsecondary institutions with different learning styles and attitudes about education. Federal "school-to-work" legislation has called for development of articulation between the high schools and the community colleges in postsecondary programs that provide technical preparation in such fields as engineering technology.

Articulated programs between the high schools and the community colleges have prepared some students to advance into college-level courses while still at high school. Many of these students might not have considered earning a baccalaureate degree in past years. In fact, applied curricula are being developed to encourage such students to stay in high school, to enhance their opportunities for learning difficult concepts in an applied manner, and to promote the development of job-related skills.

Four-year postsecondary institutions that offer academic programs parallel to those found in the community colleges have faced a number of questions because of this new curricular emphasis. Local educational agencies have asked that four-year colleges and universities consider some of these "applied" courses as equivalent to traditional high school courses in fulfilling college admissions requirements. To do so, colleges and universities not only must evaluate the content of the applied courses but also must consider the impact the different teaching methods used in the applied courses might have on a student's potential success in college classes that use traditional modes of instruction.

The widespread adoption of tech-prep curricula raises questions regarding outcomes of "applied" instruction. For example, is there a differential impact by gender of "hands-on" applied laboratory instruction? What are the retention rates, as students proceed from course to course within high schools and from secondary institutions to postsecondary institutions? How satisfied are employers with graduates of such programs? What is the success rate of students who move from the applied curriculum to the traditional instruction?

To date, these questions remain unanswered, though thousands of high school students have enrolled in such courses. Partnerships among local educational agencies, community colleges, and universities must demand informed responses to these questions to justify financial investments in equipment and teacher training and student time. States such as Oregon are developing performance assessments to measure the academic competence of high school students after taking courses. Such assessments attest to the readiness of high school students for college-level work or the need for remediation.

Acknowledging the Need for Change

Colleges need to transform to meet the needs of the diverse array of students. Transfer students are typically older than first-time, first-year students; more likely to be female; and more likely to work to pay for their education. Yet, how many colleges have overhauled their operations to address such demographic shifts in their student populations? Have four-year colleges translated new, higher proportions of transfer enrollees into revised orientation programs? Have they reworked their admissions and registration schedules to assure that transfer students are admitted into their upper-level courses? UMS institutions are collectively addressing these questions.

Transfer students still face many problems, especially the transfer of college credit between academic or general-education programs. Institutional autonomy and faculty prerogatives regarding the curriculum, especially when evaluating courses for transfer credit, are just two contributing factors. Students must accept accountability for nontransferability of credit due to their changes in major, needs for remediation, and inattention to requirements for academic programs. Communication between community college and university faculty in the same discipline is essential to improving the two-to-four-year transfer process.

> Past models of articulation have centered on the transfer of students from two-year institutions to four-year institutions. But that, too, is changing.

Statewide discipline-based meetings provide opportunities to strengthen curricular links across higher education segments. These links benefit students by providing increased access and clearer delineation of academic competencies in subject areas. Such meetings in Maryland among computer science faculty and academic administrators focused on common and diverse elements within curricula. That computer science programs vary so much across four-year institutions makes academic program planning more difficult for the student who wishes to transfer from a two-year institution.

As a result of the statewide meeting of faculty on computer science, participating institutions agreed to develop bridge courses for community college students who wish to transfer but lack some fundamentals required for the major. Faculty agreed to focus on the principles rather than on the hardware used at particular institutions.

Faculty acknowledged, furthermore, that variability of curricula within the discipline could adversely impact students wishing to transfer, and they looked to national entities for common requirements. The Computer Science Accreditation Commission and the Computing Sciences Accreditation Board specify lower-level requirements of two semesters of calculus and one semester of calculus-based computer science. These minimal requirements allow for much institutional variability. Wishing to facilitate transfer, faculty agreed that until more specific national standards are developed in the field, annual meetings of computer science faculty would be necessary to stay informed about curricular developments at institutions across the state.

Creating a New Definition of Articulation

Articulation should be more broadly defined than the transfer of students from two- to four-year institutions. A new vision of articulation describes the pathways created among learning communities to facilitate the movement of students toward the attainment of academic goals, including an academic degree. Creating these pathways requires communication within and across institutions and an acknowledgement of the need for proactive effort by all education segments.

Higher education often addresses parochial issues; however, we now *share* more students than ever before. New partnerships are necessary to provide students with multiple pathways into our postsecondary institutions. ■

Note

ARTSYS (© 1988-93) is a product of Sunrise Software Arts, Inc. For more about the ARTSYS system, contact Sunrise Software, c/o University of Maryland System Administration, 3300 Metzerott Road, Adelphi, MD 20783.

FAULT LINES

Notes Toward a K-16 System

by Nancy Hoffman

> "College-going should be a choice for all young people. The partners of the Community COMPACT believe that with consolidated resources, committed leadership, and a community-wide focus on results, more families in North Philadelphia will realize the dream of seeing their children graduate from college."
>
> *—from a brochure of the North Philadelphia Community Compact, November 1993*

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Historically, colleges and universities have worked with public schools primarily as educators of teachers and as researchers on teaching, learning, and education policy. In the last two decades, higher education also has worked to improve the success of underprepared students in negotiating the boundaries between secondary and postsecondary education. Indeed, a small industry has grown up around freshman year and summer bridge programs. These are attempts to make up for the nonalignment of the two systems — the lack of agreement on standards — by working with individual students. But programs aimed at "fixing" individual students at the college level do not make up for higher education's absence from the school reform movement, nor for its own difficulty in making institutional changes to improve the success of all students.

That higher education minded its own business used to be acceptable, when a college degree was less a necessity and K-12 education seemed to be getting reasonable results. It still may be an acceptable strategy for many colleges and universities, whose students do not require them to spend large sums on remediation, and who do not lose scarce dollars recruiting, admitting, advising, and teaching students who do not stay and so must be replaced over and over again. (My own institution, Temple University, spends several million dollars annually on remedial math and writing programs.) Furthermore, the revolving door incurs incalculable costs in morale for students, their families, and for faculty.

But that is beginning to change. The American Association for Higher Education (AAHE) has been the lead organization in establishing the idea of K-16 systems, with its six newly funded Community Compacts for Student Success (CCSSs) and K-16 Councils as the tentative pioneers (see box). In the way it defines its priorities, AAHE mirrors the "space" appropriately taken up by the K-16 agenda in higher education: At AAHE, K-16 is one among such major initiatives as teaching quality, faculty roles and rewards, assessment, information technology/resources, continuous quality improvement, and community service.

I write as a K-16 advocate and as a higher education administrator who sees higher education's participation in school/college collaboration similarly — as one among five or six major improvement and reform issues on my campus by which I measure our contributions to society. Drawing on two and a half years of experience with the North Philadelphia Community Compact for College Access and Success (NPCC), I'd like here to make some observations about what one might reasonably expect from higher education as a partner in school reform, and how a compact might help.

The Compact Concept

Begun in 1992, with a planning grant from The Pew Charitable Trusts and assistance from AAHE, the North Philadelphia Community Compact links Temple University (31,000 students); Community College of Philadelphia (CCP, 40,000 students); a coalition of North Philadelphia neighborhood organizations; and the William Penn, Ben Franklin, and Edison High Schools (about 6,000 of the city's 200,000 public school students).

The NPCC made its public debut in November 1993, with the signing by officials of a public document pledging to use data to assess current achievement levels in grades 7-14, to set high standards, and at least once a year to make public the progress toward achieving those standards.

At the foundation of the Compact's work are several distinguishing commitments: to create and sustain small face-to-face communities within the large education institutions; to engage families and other community members in supporting student achievement; and to work slowly, inclusively, and collaboratively. Six or seven years from now, if successful, the Compact's effort will have yielded a substantial increase in the number of high school graduates who complete at least two years of postsecondary education, as well as a permanent partnership among NPCC's members — in effect, a 7-14 system.

The Compact has a full-time director. It functions through a working group that includes the three high school principals, higher education academic administrators (including myself), community representatives, and union and school district personnel. Temple/Compact staff include a student organizer and a full-time Temple/schools liaison. The local and national compact strategy is not to create new programs but to better use the resources currently available to carry out systemic change.

The community compact effort takes the position that restructuring is a joint responsibility of secondary and postsecondary education. However, unlike the late-1960s and 1970s emphasis on more-open admissions and more-extensive remediation for high school graduates (in the necessary service of opening up higher education), today's reforms build on the growing willingness of K-12 to focus on standards. Higher education can now say: "We are committed to working with high schools so that remediation will no longer be necessary. Our goal is to use standards to make the boundary between high school and college more clearly demarcated, and at the same time to make that barrier easier to cross."

What It Means at Temple

What follows here is a description of Temple University's attempt to restructure its own first-year experience while thinking about and participating in the restructuring of William Penn, Ben Franklin, and Edison High Schools. In my mind — though not yet in the minds of many colleagues — the laboratory for this work is the North Philadelphia Community Compact.

I argue that the formal, public relationships between institutions in the NPCC are making possible an alignment between high school and higher education that in the past has been only a hope and an occasional project of individual educators. I argue, as well, that because of the institutional commitment of the Compact, simultaneous renewal need not wait for simultaneous planning. That is, the Compact makes it possible to identify key pieces of the reform agendas in each sector that, although planned independently, can be brought together.

The NPCC public document specifies goals in four areas for improvement: (1) high school readiness, (2) college preparation in high school, (3) college enrollment, and (4) college retention. Each goal is followed by pledges specifying actions to be taken by the partners. While Temple is involved in work on each goal, I want to use the example of the college retention goal here, and specifically Temple's work to improve its ambitious writing-across-the-curriculum programs and to implement learning communities.

The retention goal reads: "Increase to the average for each institution the retention of students from the target high schools through the third semester of college." (At Temple, that rate currently is about 75 percent overall; around 35 percent for first-time freshmen from the Compact high schools.) The pledge reads, in part: "All students entering CCP and Temple will be members of learning communities or clusters which include personal advising, mentoring, and other academic support."

Temple's design and implementation of learning communities and its university-wide initiative to renew and restructure its writing-across-the-curriculum program (the "Reading Writing Program," or RWP) present contrasting intersections of the high school/university improvement agenda. With a goal of changing relationships between students and teaching assistants and faculty, learning communities impose a new organization for carrying out instruction in the first year of college. Faculty work on the RWP, by contrast, is focused directly on standards, content, and approach to reading and writing, arguably the most important skills for engaging in inquiry and producing knowledge in academic settings.

Unlike learning communities, which were initiated from the Provost's Office, the RWP review is a faculty initiative with origins in typical faculty politics: the nearly universal agreement that students don't write well enough, set against the fairly telling fact that 90 percent of Temple's remedial and first-year writing courses currently are taught by part-timers or teaching assistants, many of whom have little or no training.

Reading and writing. With that context, let me describe, briefly, the problems identified by the RWP Committee, and then its intersection with and contribution to Compact goals.

After the planning and initial implementation stages of writing-across-the-curriculum in the late 1980s, broad faculty interest in the RWP declined. By 1993, program supporters unfairly but typically were earning the reputation of cranks attached to their single issue. Nonetheless, complaints to the faculty senate about inadequate staffing of the writing program resulted in the appointment of a committee to review staffing along with curriculum and administrative structure.

Of particular interest here are the committee's resulting recommendations to the faculty senate to end noncredit remediation, and simultaneously to raise standards by requiring students, as the committee's report states, "to engage not in 'baby-step' or developmental exercises, but in the complex discourse of academic reading, writing, and analysis that will be required in all their other courses."

Under the plan, remedial reading and writing — currently construed as *preparation* for college (what high schools should teach, and thus not deserving of college credit) — would be replaced with an accelerated, challenging, and intensive six-credit college course. Let's put aside for the moment such a course's pedagogical significance. From the students' perspective, that the course would be credit-bearing would mean students would not use up financial aid on noncredit work, perhaps then finding their aid exhausted by their senior year. From Temple's perspective, the university would more clearly define college reading and writing standards, and would work with high schools to better prepare their students. Should this recommendation pass, it would up the ante for Philadelphia-area high schools. Their students would no longer re-do high school work in college.

Simultaneous with Temple's RWP review, but independent of it, the Compact had taken on high school reading and writing content and standards. Using the vehicle of college placement testing, a Compact consultant interviewed a group of high school English teachers; Temple's and CCP's directors of writing; Temple's testing and measurement director; and administrators, including the three high school principals, Temple's vice provost for undergraduate studies, and CCP's dean of student support services. She then convened work sessions at the school district, first just to help the partners understand one another; but by June we had moved on to review of student writing samples. With two other compact cities, we now have a grant to continue collaborative work on standards.

The Temple faculty did not, of course, take on reading and writing with the Compact in mind — indeed, only four or five of the twenty-some RWP Committee members know much about the Compact, but those few are the same persons who have joined this year in Compact-sponsored discussions. Thus, as Temple begins debate on the faculty senate committee's recommendations, some debaters will be able to describe conversations in which high school staff reviewed Temple placement essays, and they will be knowledgeable about the use of alternative assessment and portfolios for evaluating the writing of high school students. They will assert that the Compact schools want to work to take advantage of a Compact pledge — that students who pass the Temple placement test in high school will receive conditional acceptance to Temple.

The Compact's effort will have yielded a substantial increase in the number of high school graduates who complete at least two years of postsecondary education, as well as a permanent partnership among NPCC's members — in effect, a 7-14 system.

Furthermore, Compact high school teachers will have visited the Temple Writing Center, and Temple writing program faculty will have been out to the schools. The not inconsiderable quantity of research into testing and remediation nationally with populations similar to Temple's, prepared for the RWP Committee by Temple's director of testing and measurement, will have informed the Compact's standards project. And a writing faculty member from CCP will have completed realigning Temple's placement test so that incoming students are more accurately placed into remediation.

From this work will have come a conversation about using Temple's writing placement test as an exit standard for CCP composition students. Use of the test would eliminate the discouragement that many CCP transfer students face when, despite their three credits in college composition from CCP, they fail the Temple test and must begin their university experience in a noncredit developmental course.

Learning communities. Schools-within-schools, or "charters," as they are called in Philadelphia, are now the organizing units for the twenty-two local comprehensive high schools, including the three Compact high schools. Organized around themes such as multiculturalism, hospitality careers, or community service, charters provide within a high school four-year programs for groups of several hundred students each. Temple has been involved with a few high school charters since their inception in 1988. Around Philadelphia, and nationally, arguments are in the air (with supporting data) that charters improve outcomes for high school students.

The higher education version of a charter — generically termed a "learning community" — picks up on these themes:

- learning communities link academic courses — anywhere from two courses to a complete program;
- students travel together from one course to another;
- faculty provide some degree of coordination, though not necessarily interdisciplinary study.

In general, the purpose of learning communities is to improve retention, to provide intellectual coherence in the curriculum, and to support teaching improvement — especially the use of collaborative modes of learning. Learning communities and charters share a philosophical, political, and practical commitment to community as a site of education.

At Temple, learning communities began in 1993-94 and evolved thus: Groups of twenty to forty students travel together from class to class. In year one, we linked three courses, and in some cases added a one-credit freshman seminar. For year two, we have linked composition, a standard core (general-education) course, and a one-credit seminar. Data from the first 280 students enrolled showed that students in learning communities — compared with nonparticipating freshman students — got higher grades (even in chemistry and math); completed courses at a higher rate (did not withdraw); and were retained at higher rates in their first semester at Temple (95 percent versus 86 percent). Temple has 450 students in learning communities for Fall 1994, and a goal of 800 students for 1995-96.

The learning community experience corresponds to that of high school charters. Like charter schools, learning communities provide a "there" for students, an affiliation central to trying out and internalizing an identity as an inquirer and problem solver; learning communities confirm that effective restructuring can change relationships between learners and teachers. Learning communities result in faculty attending to students' needs for social, academic, and psychological support in a far more "natural" way than might lectures on student development or pedagogy.

From the perspective of the Compact, the first year's work also furthered the Compact's goals. Learning communities are just the kind of reform that K-12 can justly interpret as a tangible sign of higher education's commitment to change. Compact high school students who enroll at Temple now can enter learning communities in their first college semester.

To What End?

One might ask fairly what these overlapping conversations will add up to. Just what enduring role can compacts play in old, encrusted bureaucracies short of money, cynical about reform, and too beleaguered by internal problems to work consistently and forthrightly with their most important external constituencies?

It would be nice to say that as a result of two years of compact work, I — Temple's vice provost for undergraduate studies — sat down with Philadelphia's assistant school superintendent and set out agreements on everything from student record transfer to financial aid to admissions standards to placement testing. But, as this story suggests, the conclusions must be more modest.

First, planning in the North Philadelphia Community Compact's three high schools and at Temple and CCP now will take place with some leaders more knowledgeable about the borders between high school and college. Second, a small community constituted of school and higher education practitioners now have a view of what systems alignment might look like, and a deeper appreciation of the changes necessary on both sides to make it happen. And third, the Compact partners are watching cohorts of students as they move from 7th grade through college.

By collecting data; monitoring, analyzing, and reporting progress; and designing interventions, collectively we will make adjustments until the fault lines between high school and college are no longer so jagged. ■

About AAHE's School/College Collaboration Programs

AAHE's Education Trust was created to work toward simultaneous reform of the educational system on all levels, from kindergarten through postsecondary. Through its various initiatives, the Trust works to provide strong leadership in the effort to strengthen the connections between K-12 and higher education at the local, state, and national levels. It aims particularly to increase significantly the number of poor and minority students in the nation's urban communities who enter and successfully complete four years of higher education.

Community Compacts for Student Success (CCSS). Administered by the Education Trust for The Pew Charitable Trusts, the "Community Compacts for Student Success" program engages participating urban communities in developing and implementing collaborative, standards-based, systemic strategies to increase student success.

The Compact is an agreement among an area's educational (K-12 and postsecondary), business, and community leaders to commit themselves to working together for six to eight years to put in place a set of systemic reforms to increase dramatically the number of poor and minority students who complete high school, enroll in postsecondary education, and persist to completion. The Compact network comprises the following communities: Birmingham, AL, El Paso, TX, Hartford, CT, Philadelphia, PA, Providence, RI, and Pueblo, CO. The network currently is not accepting new members, but information about the Compacts and their strategies is available.

K-16 Councils. The K-16 Council Initiative builds on lessons learned from the Community Compacts for Student Success program. Participation in the K-16 Initiative is open to all communities willing to collaborate and able to bring together leaders from K-12, higher education, and the broader community in a mutually designed effort to improve student achievement, with special focus on minorities and the poor.

The K-16 Initiative aims at increasing higher education's involvement at the national, state, and local levels in developing and carrying out systemic strategies to improve education at all levels, kindergarten through college graduation. K-16 participants work together nationally, as well as in their own communities, to define common educational principles, shape education policy, and plan and implement action agendas.

For More

Community Compacts for Student Success: Sarita E. Brown (x36)
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LETTERS

Letters from readers are always welcome.

Excessively Tolerant?

Dean Richard Edwards's plan for post-tenure review at the University of Kentucky ("Toward Constructive Review . . . ," October 1994) is notable for finding a method to limit reviews to specifically identified cases.

Unfortunately, the criterion to trigger a review — performance in a major duty at the 35th percentile or lower (2.5 on a 7-point scale) for at least four consecutive years — highlights our profession's inexhaustible tolerance for poor performance. The ensuing provisions for reviews, appeals, the remedying of deficiencies, and possible termination could consume an additional four to six years.

(Persistent and still-poor performance at any level just above the 35th percentile, or poor performance below it for four out of five *non*-consecutive years, for example, would *not* trigger a review.)

Dean Edwards considers this eight-to-ten-year process a "powerful response" to critics of faculty accountability. Really? What about the affected students during the years of the "powerful response"?

I assume, student performance requirements now also will be altered to 1.4 on a 4-point scale?

Milton Greenberg
Professor,
School of Public Affairs,
The American University

More Post-Tenure Review

William Jewell College has had post-tenure review since 1976 under a tenure policy developed by a joint faculty-administration-trustee committee and then approved both by the faculty and the trustees. The college thus has nearly twenty years' experience with post-tenure review, and I can affirm Dean Edwards's first full paragraph: Post-tenure review in our experience has enhanced rather than detracted from faculty morale.

The Jewell system differs from the Kentucky system in two significant respects. At Jewell, every faculty member on tenure is reviewed every five years, and the review is conducted by an elected faculty committee of nine persons, three of whom at the time of election are *not* on tenure. These very conscientious faculty members have, over the years, made the system work by calling to account colleagues who are not measuring up to the standards prescribed by the tenure policy.

My own experience of fourteen-plus years with the Jewell system suggests that any one person (department chair, in the Kentucky system) who conducts a review may find the pressure well-nigh intolerable in a sticky situation. Persons who for some reason are not meeting expected standards are often not very cooperative in understanding that the problem is in their performance rather than in unrealistic standards or vindictive students or unreasonable demands, etc. A committee of peers might therefore better be able to get the offender's attention.

Jim E. Tanner
Dean of the College and Provost,
William Jewell College

Richard Edwards responds: Professor Greenberg is of course correct about our profession's excessive tolerance, although it puts one in mind of the aphorism about democracy: that it is surely the worst system of governance ever devised, except for all the others. In post-tenure review, we must be sure that we are observing incompetence rather than (for research) work that is long in production, politically outside the mainstream, or highly innovative, all of which we ought to protect and may in hindsight recognize but which in gestation some may mistake for incompetence. And in teaching, our "clients" (the students) may not be fully informed consumers nor disinterested judges of (for example) what standards should be upheld. One can monitor incompetence in some lines of work just by watching monthly sales figures or counting product defects, but unfortunately neither research nor teaching offers similarly easy assessment.

I would be much less tolerant of incompetence if Professor Greenberg could invent a zero-mistakes incompetence detector. Absent that, we better be a little more careful.

I agree with Provost Tanner's observation, both for the reason he suggests and because the most powerful sanction any institution can employ is the expressed assessment of a professor's peers. The logic of our system is to use this sanction to end the "conspiracy of silence" that often surrounds incompetency. In fact, *expressed* peer judgment is likely to be much more effective (e.g., by encouraging early retirement) than the protracted termination process lamented by Professor Greenberg. ■

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   - The number of the fax machine to receive the document(s).
3. **If you have problems,** call the E-Fax Customer Service Line at 510/836-6000.

Newest Offerings

107 — Baldrige Quality Award, Education Pilot Criteria

108 — Independence, Accreditation & the Public Interest (N.P.B.)

For more detail, order the free Menu (#10).

AAHE NEWS

Phone extensions in parentheses.

Forum on Faculty Roles & Rewards

Upcoming Conference

The **Third AAHE Conference on Faculty Roles & Rewards** will be held *January 19-22, 1995*, in *Phoenix, AZ.* The theme of the conference is "From 'My Work' to 'Our Work': Realigning Faculty Work With College and University Purposes." The conference agenda includes nearly a hundred sessions, workshops, consulting lunches, a networking breakfast, campus team activities, and an evening reception at Arizona State University.

Ramaley

Cowen

Featured will be presentations by **Donald Kennedy, Judith Ramaley, Scott Cowen, Carol Cartwright, Robert Berdahl, David Scott,** and Gov. **Roy Romer**.

If you have not yet received registration materials, contact Kris Sorchy (x20), project assistant, Forum on Faculty Roles & Rewards; aaheffrr@capcon.net.

AAHE CQI Project

Organizing a Network for CQI Coordinators

In early January, the AAHE CQI Project will launch a Campus Quality Coordinators Network. The network will engage campus-based CQI coordinators in a series of ongoing activities that allow them to build upon their experiences, expertise, and resources to expand their current knowledge base and capabilities.

Network members will be connected in many ways — mail, phone, fax, e-mail, and in person — to encourage and sustain important relationships between individual members and among the group as a whole. Thus far, nearly 100 coordinators have decided to join.

The goal of the network is to enhance the exploration of and dialogue about CQI theory, learnings, and practices to develop a collective and much more comprehensive knowledge about CQI in higher education.

Activities for this network for the first six months will include:

- publishing a coordinators directory that provides not just name, institution, and phone number but information about stage and depth of implementation, and range of CQI activity;
- coordinating a moderated, Internet Listserv for the coordinators, to discuss strategy as well as to share implementation approaches and war stories;
- producing an informal monthly coordinators "newsletter" (to be distributed primarily via Internet) containing interviews with coordinators themselves on implementation topics;
- organizing an annual gathering (1-2 days) as a preliminary event to AAHE's annual Quality & Assessment Conference (June 11-14, 1995, Boston).

If you are currently responsible for coordinating CQI efforts at your institution (quarter-, half-, or full-time) and are interested in becoming part of this new network, contact Steve Brigham (x40), director, AAHE CQI Project; e-mail: sbrigham@cni.org.

The Education Trust

K-16 Quarterly Available

The Fall 1994 issue of *Thinking K-16*, the quarterly newsletter of AAHE's Education Trust, is now available.

The current issue includes updates on the Trust's Community Compacts and K-16 initiatives, reports on collaborative initiatives of the Knight Foundation and the Ford-supported Urban Partnerships, and reviews the new professional-development provisions of the Elementary and Secondary Education Act recently reauthorized by the U.S. Congress.

To obtain copies of *Thinking K-16*, and to get on the mailing list, contact Nevin Brown (x33) or Grace Moy (x15).

The Education Trust

Chapter 1 Overhauled

On Thursday, October 20, 1994, President Clinton signed the "Improving America's Schools Act," officially creating a new Title 1 Law, which will become effective in the 1995-96 school year. As reported in November 1994 "Bulletin Board," for the past 18 months, AAHE served as the home for public education efforts by the Commission on Chapter 1.

The new Title 1 takes some very important steps toward improving the quality of education for large numbers of poor students by investing in professional development to support challenging standards and high-quality instruction for Title 1 students. For the first time, the Act recognizes the importance of professional development by requiring Title 1 schools and school districts "to provide high-quality professional development that will improve the teaching of academic subjects, consistent with the state content standards, in order to enable all students to meet the State's student performance standards." *Partnerships and consortia with institutions of higher education are encouraged in Title 1 and throughout*

continued on page 16

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items, it's your column . . . yes, I'm on the infobahn, reach me at tmarches@capcon.net.

PEOPLE: One of the most closely watched searches this fall has been that for the founding presidency of the new CSU campus at Monterey Bay (the old Ft. Ord site) . . . would they pick an innovator? a politician? . . . looks like they got both in the selection of **Peter Smith,** the admired former congressman and FIPSE board chair, moving now to California from the deanship of George Washington's Ed school. . . . Best wishes to **Mark Edwards,** inaugurated in October as the ninth president of St. Olaf . . . Mark's *fourth* book on Martin Luther appeared this summer. . . . At the ASHE meeting last month, Penn State's **Pat Terenzini** took office as president, succeeding ACE's **Elaine El Khawas.** . . . My classmate **Marv Peterson** announces he'll step down (after 20 years) as director of Michigan's Center for the Study of Higher Education, return full-time to teaching. . . . Spoke with **Anne Steele** on November 15th, her first day in a new post, VPAA at Chatham . . . may she serve as long and well as **Stephen Good,** her counterpart at Drury College, 11 years in the post, just selected by his CIC peers for this year's Deans Award. . . . Prayers this month for **John Stephenson,** who had just completed his presidency of Berea and was in residence at Harvard this fall, now fighting a rare brain virus back home in Kentucky.

ACCREDITATION: One of the issues you'll hear a lot about through 1995 is the new plan to restructure regional accreditation, released a month ago by the cochairs of the National Policy Board, ACE's **Bob Atwell** and SACS's **Jim Rogers.** The accountability-oriented proposal would define a common core of eligibility standards applicable across all regions; reinforce a focus on outcomes as a test of quality; require "substantive public reports" following self-study and visitation; and vest governance in the hands of a national body with a predominantly lay board. Of course, none of this happens without the concurrence of the regional bodies, so all this will soon be Topic One at their annual meetings. If you'd like to see a background paper on these proposals (the NPB wants your comments), see FAX/ACCESS on page 13.

ACCOUNTABILITY: As your current copy of *Change* has it, accountability is the watchword of the Nineties. Early this month, AAHE convenes a small group of members to discuss what role (if any) AAHE should play in this arena. . . . If you have an opinion or idea, get it to me or **Tom Angelo** (head of our Assessment Forum) as soon as you can. Question to ponder: If **Peter Ewell**'s argument in *Change* is right, what are the consequences for AAHE activity? Or for the NPB's accreditation proposal?

THE BALDRIGE: As we've noted here before, the Malcolm Baldrige National Quality Award is about to be extended to education (at all levels) and to health care. Through '95 the Baldrige office will "pilot" a trial version of its guidelines in volunteer institutions. If you'd like a sneak preview of the current draft of those guidelines, again see FAX/ACCESS on page 13. The Baldrige people are still open to feedback . . . let 'em have it . . . they've already gotten an earful from a group of institutions in our Academic Quality Consortium that undertook Baldrige self-study earlier this year. In a month or two, AAHE should have a report from that group for you.

MORE PEOPLE: The fall edition of ACE's *Educational Record* has a nice set of articles on "The GI Bill's Lasting Legacy," guest-edited by **Milt Greenberg** of American U. . . . I liked the article by **Reginald Wilson** on the bill's impact on African-American access . . . Reggie, by the way, is one of two AAHE members (that I know of) who were Tuskegee airmen. . . . One of the most-valued standardized instruments used in campus assessment — the College Student Experience Questionnaire — has administratively been moved from UCLA to Indiana, with **George Kuh** taking the reins from the CSEQ's founding author, **Bob Pace** . . . inquiries now to 812/856-8041. . . . AAHE's Hispanic Caucus has a process under way to develop a strategic plan for that group, led by caucus chair **Carlos Hernandez,** president of Jersey City State. . . . Some 70 people came to town November 11th to help our **Steve Gilbert** and other staff sharpen plans for a Teaching, Learning & Technology Roundtable program, with local "roundtables" on participating campuses and a next convening at AAHE's National Conference — with plenty of Internet traffic in between . . . details to come, but in the meantime you can always reach Steve via gilbert@clark.net.

THE HOLIDAYS: Enjoy them, please, after the end-of-semester rush. Since the January *Bulletin* is devoted to the preliminary program for our National Conference (March 19-22, here in Washington), "Bulletin Board" appears next in February. Betweentimes, maybe we'll see one another at AAHE's one-day briefing on national service (Jan. 12-13, in Washington) or at our Faculty Roles & Rewards conference in Phoenix (Jan. 19-22). Cheers! ■

continued from page 14

other titles in the Act.

The Education Trust will continue to provide you with information on professional-development opportunities provided in the Act. The Commission thanks the many AAHE members who supported these very significant changes.

National/Community Service

Upcoming Colloquium

Planning continues on the **Colloquium on National and Community Service** to be held *January 12-13, 1995*, in *Washington, DC.* AAHE is organizing the colloquium in partnership with Campus Compact, with support from the Ford Foundation and in cooperation with several sector-based higher education associations.

For more information about how your campus might participate in the colloquium, call Brian Harward (x49), coordinator.

Important Dates

1995 AAHE Board of Directors Nominations must be postmarked by *December 9, 1994*.

Colloquium on National and Community Service. Washington, DC. *January 12-13, 1995.* See November 1994 "AAHE News" for details.

Third AAHE Conference on Faculty Roles & Rewards. Phoenix, AZ. *January 19-22, 1995.*
- **Discount Hotel Rate Deadline.** *December 29, 1994.*
- **Regular Registration Deadline.** Registration increases $20. *January 7, 1995.*
- **Team Registration Deadline.** *January 7, 1995.*
- **Registration Refund Deadline.** Requests must be made in writing and postmarked/faxed by the deadline. *January 7, 1995.*

1995 National Conference on Higher Education. Washington, DC. *March 19-22, 1995.*

Tenth AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14, 1995.*
- **Proposal Deadline:** *January, 13, 1995.*

National Education Computing Conference. See October 1994 "AAHE News" for details. Baltimore, MD. *June 17-19, 1995.*

Zimbabwe Study Tour. *August 4-17, 1995.* See November 1994 for details.
- **Reservation Deposit Deadline.** *January 31, 1995.*

National Conference

"The Engaged Campus"

The **1995 National Conference on Higher Education** will be held *March 19-22, 1995*, in Washington, DC. The theme of this year's conference is "The Engaged Campus: Organizing to Serve Society's Needs."

Takaki

The keynote speaker, **Robert Coles**, and featured speakers **Ernest Boyer** and **Ronald Takaki**, will highlight the event. Watch your mail for the conference preview, followed by the January issue of the *Bulletin*, devoted exclusively to this AAHE flagship conference.

AAHE Publications

New Staff Members

AAHE is pleased to welcome **Kerrie Kemperman,** its new editorial assistant. She is a recent graduate of Alma College, where she earned her bachelor's degree with majors in English and art. She replaces Gail Hubbard, who has moved to Richmond, VA.

Also new to the AAHE staff is **Elizabeth Lloyd,** project assistant for the Assessment Forum and the CQI Project. Liz has lived in Washington, DC for more than two years, and worked for Georgetown University Law School, the National Wildlife Federation, and at the White House. She's from Lexington, Massachusetts, and graduated with a BA in political science from Simmons College in Boston.

AAHE Assessment Forum,
AAHE's Quality Initiatives

Proposal Insert

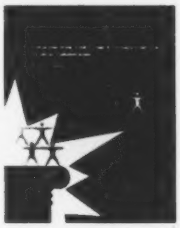
Inserted in this *Bulletin* is the formal Call for Proposals for the **10th Annual AAHE Conference on Assessment & Quality,** scheduled for *June 11-14, 1995*, in Boston, MA.

The theme of the 1995 conference is "Assessment, Quality, and Learning: Forging Better Connections." Deadline for proposals is January 13, 1995.

The Education Trust

Collection Published

The Education Trust's latest publication, entitled ***Reimagining Professional Development***, presents four speeches from the 1993 Fourth National Conference on School/College Collaboration.



Speakers Sharon Robinson, Cornel West, Ernesto Cortes, and Kati Haycock exemplify courage, involvement, and dedication to their belief in human dignity and decency and inspire "audacious hope" in education today. The speeches in this booklet will raise important issues, uplift spirits, and offer hope.

Order the collection from AAHE Publications Orders (x11). *AAHE members $10, nonmembers $12, plus shipping.* ■

Moving? Clip out the label below and send it, marked with your new address, to "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

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Bulletin

Volume 47/Number 5

E ENGAGED CAMPUS

Organizing to Serve Society's Needs

Washington Hilton
and Towers
Washington, DC

March 19-22, 1995

1995 National
Conference on Higher
Education

■ INSERT:
REGISTRATION
FORM

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

In this issue:

This issue of the *AAHE Bulletin* is devoted entirely to the Association's upcoming National Conference on Higher Education, March 19-22, 1995, in Washington, DC. Next month, we will return to our regular menu of interviews, practical articles, and association news.

If you are new to AAHE, you should know that the American Association for Higher Education is a national organization of faculty, administrators, and others joined in their dedication to improving higher education. Each year, the Association dedicates the January issue of this newsletter to a preliminary look at the program for AAHE's flagship National Conference on Higher Education — the event that most fully expresses AAHE's values.

If you're not already an AAHE member, we hope you will consider joining. For more about AAHE and its benefits of membership — including savings on registration to the 1995 National Conference — see page 11.

To members and nonmembers alike, we hope to see you in Washington, March 19-22!

—BP

1995 NATIONAL CONFERENCE ON HIGHER EDUCATION

3 **"The Engaged Campus: Organizing to Serve Society's Needs"**
/about the conference theme/*by Helen Astin*

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AAHE BULLETIN
January 1995/Volume 47/Number 5

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Managing Editor: Bry Pollack
Editorial Assistant: Kerrie Kemperman

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THE ENGAGED CAMPUS

Helen Astin

Organizing to Serve Society's Needs

I invite you to join a diverse group of some 1,800 of your colleagues — faculty and administrators from all sectors, and representatives from foundations, associations, government, and other agencies — in Washington, DC, March 19-22, for AAHE's 1995 National Conference on Higher Education.

The theme of our conference this year is "The Engaged Campus: Organizing to Serve Society's Needs." What does it mean to be an "engaged" campus? It's more than the outreach efforts and add-ons and other things that faculty and departments now do "other than" teaching and research. Rather, it's the idea that *all* of the critical tasks we perform — teaching, research, and service — must connect with the needs of our local communities and the larger society.

Indeed, the challenge we face in "Organizing to Serve Society's Needs" is not just to do — at a higher level of quality, with more productivity, and with more accountability — the tasks we have always done. The challenge also is to rethink which tasks are most essential for us to perform, and to organize those tasks around real and significant social problems.

Four Theme Tracks

In more than 150 sessions, meetings, seminars, and workshops, the conference program will call upon higher education to begin putting "serving" at the center of *all* we do . . . as well as help you plan an action agenda for your own campus. Sessions will cluster around four tracks:

- Leadership for Social Change
- New Frameworks for Teaching, Research, and Service
- Outreach to the Local Community
- Accountability and Public Policy

For the second consecutive year, information resources and technologies will be emphasized throughout the conference. Speakers and workshop leaders have been encouraged to use information technologies as part of their presentations. And special technology sessions have been developed that will introduce and demonstrate cutting-edge applications.

Getting "Beyond Ourselves"

I am convinced that the time has come for us as academic professionals to get "beyond ourselves" . . . to be more self-conscious and purposeful about using our personal and institutional resources to respond to the needs of the society around us. The hundreds of responses AAHE received this fall to our "Call for Proposals" is clear evidence that many campuses and many individuals share my conviction.

Become part of this important event. I look forward to seeing you in Washington!

Helen "Lena" Astin
Chair, Board of Directors,
American Association for Higher Education
Professor of Higher Education and Associate Director, Higher Education Research Institute,
University of California, Los Angeles

CONFERENCE PRELIMINARY PROGRAM

Robert Coles

Saturday, March 18, 1995

Preconference Activities

1:00 PM - 3:00 PM

Washington-Area Faculty Senate Leaders Meeting

1:00 PM - 5:00 PM

Connecting the Latino Academic Leaders With the Federal Agencies
Sponsored by the AAHE Hispanic Caucus.

Ticketed Event
Monumental Tour of Washington
Note: Advance registration is required. Fee $30. See page 17 for more.

2:30 PM - 5:30 PM

Ticketed Event
Black History Tour of Washington
Sponsored by the AAHE Black Caucus. Note: Advance registration is required. Fee $30. See page 18 for more.

5:00 PM - 7:00 PM

AAHE Hispanic Caucus Newcomers Reception

7:00 PM - 10:30 PM

Ticketed Event
Glittering Scenes Dinner Tour
Note: Advance registration is required. Fee $50. See page 17 for more.

Sunday, March 19, 1995

Preconference Activities

8:00 AM - 12:30 PM

Ticketed Event
Workshops W-3, W-4
Note: Advance registration and fee required. See pages 12-16 for details.

8:00 AM - 12:00 PM

Ticketed Event
Workshops W-1, W-2
Note: Advance registration and fee required. See pages 12-16 for details.

9:00 AM - 1:30 PM

Ticketed Event
Hispanic Caucus Forum and Luncheon
Sponsored by the AAHE Hispanic Caucus. Note: Advance registration and fee required. See page 17 for details.

9:00 AM - 12:00 PM

Ticketed Event
Workshops W-5, W-6, W-7, W-8, W-9
Note: Advance registration and fee required. See pages 12-16 for details.

Ticketed Event
AAHE Black Caucus Career Development Seminar: "Research Dollars: Avenues for Access"
Note: Advance registration and fee required. See page 17 for details.

10:00 AM - 4:00 PM

Ticketed Event
Campus Senate Leadership Retreat
Note: Advance registration and fee required. See pages 17-18 for details.

12:15 PM - 4:45 PM

Ticketed Event
Workshop W-13
Note: Advance registration and fee required. See pages 12-16 for details.

1:00 PM - 4:00 PM

Ticketed Event
Workshops W-10, W-11, W-12, W-14, W-15, W-16, W-17, W-18, W-19
Note: Advance registration and fee required. See pages 12-16 for details.

2:00 PM - 5:00 PM

Ticketed Event
Workshop W-20
Note: Advance registration and fee required. See pages 12-16 for details.

2:00 PM - 4:30 PM

AAHE Research Forum Preconference Planning Session
By invitation only.

4:30 PM - 6:00 PM

AAHE Black Caucus Graduate Student Seminar: "The Graduate Degree: Implications for Knowledge and Community Involvement"
Facilitator: **Roland Smith,** executive assistant to the president, University of Notre Dame.

7:45 PM - 9:00 PM

OPENING KEYNOTE ADDRESS

"The Engaged Campus: Organizing to Serve Society's Needs"
Presenter: **Robert Coles,** professor of psychiatry and medical humanities, Department of Psychiatry, and Norman Tishman Lecturer on Psychology, Harvard University, and author of more than 50 books, including *The Spiritual Life of Children*, the Children of Crisis series, and *The Call of Service: A Witness to Idealism.*

9:00 PM - 10:30 PM

Keynote Reception

Marguerite Archie-Hudson

Jane Ryland

Ernest Boyer

Harry Boyte

Ronald Takaki

Monday,
March 20, 1995

7:30 AM - 4:00 PM

Exhibit Hall Open

7:30 AM - 8:15 AM

Welcome Breakfast for Newcomers

8:30 AM - 9:40 AM

CONCURRENT SESSIONS

A Call for New Citizenship
Presenters: **Harry Boyte,** senior fellow and director, Center for Democracy and Citizenship, Hubert H. Humphrey Institute, University of Minnesota; **Alexander Astin,** professor and director, Higher Education Research Institute, Graduate School of Education and Information Studies, University of California, Los Angeles.

The Case for the Public Intellectual
Presenters: **Jamil Zainaldin,** president, Federation of State Humanities Councils; others to be announced.

The Information Resource Agenda: Improving Learning and Administration Through Technology, Services, and Information
Presenter: **Jane Ryland,** president, CAUSE (the association for managing and using information resources in higher education).

9:55 AM - 11:05 AM

CONCURRENT SESSIONS

The New Public Landscape
Presenters: **Guy Molyneux,** senior analyst, Peter D. Hart Research Associates; **Deborah Wadsworth,** executive director, The Public Agenda.

New Tools for Scholars and Learners: The Internet and Digital Libraries
Presenter: **Ira Fuchs,** vice president for computing and information technology, Princeton University, and president, The Corporation for Research and Educational Networking.

Planning, Implementing, and Evaluating Service-Learning
Presenters: **Tom Ehrlich,** director, Sanford Institute of Public Policy, Duke University, and distinguished university professor, California State University System; **Robert G. Bringle,** director, Office of Service Learning, and **Julie Hatcher,** assistant director, Office of Service Learning, Indiana University Purdue University Indianapolis; **Timothy K. Stanton,** director, Haas Center for Public Service, Stanford University; **Dwight Giles, Jr.,** associate professor, Human and Organizational Development, and director of internships, and **Janet Eyler,** associate professor of education, Peabody College, Vanderbilt University.

The Engaged Campus: A Legislator's Perspective
Presenter: **Marguerite Archie-Hudson,** assemblywoman and chair, Committee on Higher Education, California State Assembly.

The Reform of Accreditation
Moderator: **Ralph A. Wolff,** associate executive director, Western Association of Schools and Colleges. *Presenters:* **Robert Atwell,** president, American Council on Education; **James T. Rogers,** executive director, Commission on Colleges, Southern Association of Colleges and Schools.

11:15 AM - 12:15 PM

SECOND PLENARY

"The Engaged Scholar"
Presenter: **Ernest Boyer,** president, Carnegie Foundation for the Advancement of Teaching.

12:15 PM - 1:45 PM

BUSINESS MEETINGS

AAHE American Indian/Alaska Native Caucus
AAHE Asian and Pacific Caucus
AAHE Black Caucus
AAHE Hispanic Caucus

POSTER SESSION

Engaging Active Learners: The Georgetown University Fourth Credit Option
Presenter: **Christopher Koliba,** assistant director, Volunteer and Public Service Center, Georgetown University.

Predictors of Academic Performance for Latino College Students
Presenter: **Desdemona Cardoza,** vice president for information resources management, California State University, Los Angeles. *Sponsored by the AAHE Hispanic Caucus.*

Adaptive Technologies to Make Campuses and Classrooms Accessible
Presenter: **Carmela Castorina,** editor, EASI (Equal Access to Software and Information).

Promoting Faculty Development Through the Institute in Integrative Studies
Presenter: **William H. Newell,** director, Institute in Integrative Studies, School of Interdisciplinary Studies, Miami University.

Integrating Service Learning Into the Core Curriculum and the Cocurriculum: Bradford's Institutional Commitment to Service Learning
Presenters: **Peggy Maki,** vice president and dean of faculty, and **Mark Kosinski,** chair, Division of Humanities, and **Matt Hartley,** director of community service learning, Bradford College.

The AAAS Black Churches — Blacks in College Program
Presenter: **LaJoy Y. Mosby,** program manager, American Association for the Advancement of Science.

Undergraduate Research Opportunities at the University of California, San Diego
Presenter: **David A. McDonald,** director, Graduate Student Affirmative Action, University of California, San Diego. *Sponsored by the AAHE Asian and Pacific Caucus.*

The Role of the Administration in Building a Sense of Community on Campus
Presenter: **Alan F. Edwards, Jr.,** doctoral candidate, School of Education, College of William and Mary.

The Learning Center: A New Model for Community and Collaboration
Presenters: **Scott Evenbeck,** associate vice chancellor, and **Anna Melodia,** executive associate, Indiana University Purdue University Indianapolis.

Benchmarking Instructional Production by Discipline, Student Level, and Course Type
Presenter: **Steve Chatman,** director of analytical studies, University of Missouri.

Community Service in Academia: African-American Sisterhood in the 1990s
Presenter: **Felecia Carter Harris,** North Carolina State University. *Sponsored by the AAHE Black Caucus.*

Project NutriComp: A Nutrition/Computer Literacy Outreach Program for Inner City Youth
Presenter: **Adelia C. Benjamin,** graduate student, University of California, Davis. *Sponsored by the AAHE Black Caucus.*

Providing Opportunities for Students With Disabilities
Presenter: **Sheryl Burgstahler,** assistant director, Information Systems, Computing, and Communications, University of Washington.

2:00 PM - 3:15 PM

CONCURRENT SESSIONS

Using a Learning Vision to Drive the Transformation of Higher Education
Presenters: **Donald M. Norris,** president, Strategic Initiatives, Inc.; **Michael G. Dolence,** principal, Michael G. Dolence & Associates.

Evaluating the Impact of Information Technologies
Presenter: **Stephen C. Ehrmann,** senior program officer for interactive technologies, The Annenberg/CPB Project.

Community Colleges and the Collegiate Community: Connections and Disjunctures of the Original "Engaged" Campus
Moderator: **Gail O. Mellow,** provost and vice president, Academic Affairs, Rockland Community College. *Presenters:* **Judith Eaton,** president, Council for Aid to Education, and author, *Strengthening Collegiate Education in Community Colleges*; **Ann Connor,** coauthor and **Marlene Griffith,** coauthor, *Democracy's Open Door: The Community College in America's Future. Sponsored by the AAHE Community College Network.*

Partner Programs in Support of Faculty Recruitment and Retention
Moderator: **Karen R. LaRoe,** vice chancellor for academic affairs, Northern Montana College, and chair, AAHE Women's Caucus. *Presenters:* **Carol Tomlinson-Keasey,** dean, College of Letters and Science, University of California, Davis; **Mona P. Wood,** academic coordinator, Department of Medicine, University of Louisville. *Sponsored by the AAHE Women's Caucus.*

Rights and Responsibilities of Electronic Learners: A Hearing
Presenter: **Frank Connolly,** associate professor of information systems, The American University.

Support Services for College and University Students With Sickle Cell Disease
Chair: **Gary Hunter,** director of affirmative action, Miami University. *Presenters:* **Harriette W. Richard,** assistant professor of psychology, Northern Kentucky University; **Michael Washington,** director, Afro-American Studies Program, and professor of history, Northern Kentucky University; **Muhjah S. Hasan,** president, Sickle Cell Parent Family Network, Greater Cincinnati and Northern Kentucky. *Sponsored by the AAHE Black Caucus.*

Do Role Models Make a Difference? An Interactive Dialogue
Moderator: **Joseph Julian,** dean, College of Behavioral and Social Sciences, San Francisco State University. *Presenters:* **Bilin Tsai,** professor and head, Department of Chemistry, University of Minnesota; **Ronald Takaki,** professor of Asian American studies, University of California, Berkeley; **Ken Matsuura,** doctoral candidate, University of California, Los Angeles, and counselor, Cerritos College; **Viseth Moua,** student, University of Wisconsin-Stout. *Sponsored by the AAHE Asian and Pacific Caucus.*

Class in the Classroom
Presenters: **Lee Warren,** associate director, Bok Center for Teaching and Learning, Harvard University; **Peter Martynowych,** doctoral candidate, Graduate School of Education, Harvard University.

We Are Experiencing Success: Lessons Learned From Meeting the Needs of American Indian and Alaska Native Societies
Moderator: **Michael Pavel,** assistant professor, Educational Leadership and Counseling Psychology, Washington State University, and chair, AAHE American Indian/Alaska Native Caucus. *Presenters:* **Wayne J. Stein,** assistant professor and director, Center for Native American Studies, Montana State University; **Nate St. Pierre,** acting director, Office of Tribal Services, Center for Native American Studies, and **Deborah Wesit,** assistant professor, Educational Leadership and Counseling, and codirector, Counselor Education Graduate Program, University of Montana; **Patrick Weasel Head,** director, Research and Development Program for Indian Education/ Northwest Regional Educational Laboratory. *Sponsored by the AAHE American Indian/Alaska Native Caucus.*

Teach For America — The National Teacher Corps
Presenters: **Elaine Margaret Hernandez,** support director, Rio Grande Valley, Teach For America; **Ann Duffy,** director, Partnership Development, TEACH! (New York); others to be announced. *Sponsored by the AAHE Hispanic Caucus.*

2:00 PM - 3:30 PM

AAHE RESEARCH FORUM

The Engaged Campus: Creating A Research Agenda to Serve Society's Needs
Organizers: **Lee Grugel,** chancellor, University of Wisconsin Centers; **Catherine Marienau,** associate professor, School for New Learning, DePaul University; **Marcia Mentkowski,** professor of psychology and director of research and evaluation, Alverno College; **Barbara Leigh Smith,** academic vice president and provost, The Evergreen State College, and vice chair, AAHE Board of Directors.

3:45 PM - 4:45 PM

CONCURRENT SESSIONS

National Trends in the Uses of Information Technology: The Myth of Academic Productivity
Presenters: **Steven W. Gilbert,** director, AAHE Technology Projects, AAHE; **Kenneth Green,** professor-in-residence of higher education, University of Southern California.

The Connected University: Building Community in a Pluralistic World
Moderator: **Felicenne H. Ramey,** executive officer, University of California, Davis. *Presenters:* **Susan M. Awbrey,** department chair, Oakland University; **David K. Scott,** chancellor, University of Massachusetts. *Sponsored by the AAHE Women's Caucus.*

Recruitment of Minority Students to the Medical Professions
Chair: **Bruce LaVant,** director, Division of Transitional Studies, University of Louisville. *Presenters:* **Suzanne Price,** executive assistant to the vice chancellor for student affairs and special programs, and **Larnell Flannagan,** associate for research and development, Office of Special Programs, SUNY System Administration. *Sponsored by the AAHE Black Caucus.*

Engaging Contraries: Creating an Academic Community at the Commuter College
Presenters: **Elizabeth S. Boylan,** associate provost, and **Judith Summerfield,** professor of English, and **Allen Ludman,** professor of geology, Queens College, CUNY; **Judy Calabrese,** graduate teaching assistant, Department of English, Temple University.

The C. Everett Koop Institute at Dartmouth Model for Service-Learning Experiences: Partners in Health Education
Presenters: **Joseph F. O'Donnell,** associate dean for student affairs and professor of medicine, Dartmouth Medical School; **G. Christian Jernstedt,** professor of biology, Dartmouth College; **Joseph F. Walsh,** program coordinator, C. Everett Koop Institute at Dartmouth; **Jacquelyn G. Sowers,** health education consultant, Sowers Associates.

"Read My Lips" . . . The Academic Administrator's Role in the Campus Focus on Teaching
Presenter: **Joan North,** dean, College of Professional Studies, University of Wisconsin-Stevens Point.

Empowering Partnerships: Service-Learning in the South Bronx
Presenters: **Irene H. King,** director, Service Learning Empowerment Partnership, Manhattan College; **John Wilcox,** director, Center for Professional Ethics, and chair, Religious Studies Department, Manhattan College; **Edward Phelan,** executive director, Highbridge Community Life Center.

Student Affairs: Before You Become a Partner You Must Accept All Students
Presenters: **Juan C. Gonzalez,** vice president for student affairs, California Polytechnic State University; **Xavier E. Romano,** vice president, Student Services, Holy Names College. *Sponsored by the AAHE Hispanic Caucus.*

AACC's Service-Learning Colleges: Building a Community College Network
Presenters: **Lynn Barnett,** director, Community Development, and **Gail Robinson,** coordinator, Service Learning Clearinghouse, American Association of Community Colleges.

Changing Status of Higher Education in Former Soviet Union Countries
Presenters: **Sharon A. McDade,** assistant professor, Education Administration, Columbia University; **Amy Yenkin,** assistant director, Consortium for Academic Partnership, Soros Foundations Open Society Institute; others to be announced.

5:00 PM - 6:00 PM

TOMAS RIVERA LECTURE

The Engaged Curriculum: Scholarship for a Multicultural Society
Presenter: **Ronald Takaki,** professor of Asian American studies, University of California, Berkeley.

6:00 PM - 7:00 PM

Tomás Rivera Reception
Sponsored by the AAHE Hispanic Caucus.

7:30 PM - 9:30 PM

Ticketed Event
AAHE Women's Caucus Dinner at Sfuzzi's
Note: Advance registration is required. Fee $25/$35. See page 18 for more.

Tuesday, March 21, 1995

8:00 AM - 9:30 AM

Ticketed Event
Celebration of Diversity Breakfast: "Tribal College Presidents' Perspectives on the Recruitment of Faculty and Students"
Moderator: **Hector Garza,** director, Office of Minority Concerns, American Council on Education. *Presenters:* **Jasjit Minhas,** president, Lac Courte Oreilles Ojibwa Community

Bilin Tsai

Everett Rogers

Jane Marcus

Antoine Garibaldi

Estela Bensimon

College; **Merril Berg,** president, Little Hoop Community College; **Martha McLeod,** president, Bay Mills Community College; **Verna Fowler,** president, College of Menominee Nation. *Jointly sponsored by the AAHE Caucuses.* Note: Advance registration is required. Fee $10. See page 18 for more.

8:30 AM - 3:00 PM

Exhibit Hall Open

8:30 AM - 9:45 AM

CONCURRENT SESSIONS

A Society On-Line: The Challenge of Change
Presenters: **William H. Geoghegan,** academic consultant, IBM Corporation/Higher Education; **Jane E. Marcus,** information resource analyst, Information Technology Systems and Services, Stanford University; **Everett Rogers,** professor and chair, Department of Communication and Journalism, University of New Mexico.

Some Alternatives to Tenure
Presenters: **Neil George,** vice president for academic affairs, Webster College; **Elizabeth Coleman,** president, Bennington College; **William Honan,** education writer, *The New York Times*

Paying for Higher Education: A State of Emergency?
Moderator: **Joni Finney,** associate director, California Higher Education Policy Center. *Presenters:* **David Breneman,** visiting professor of education, Harvard University; others to be announced.

Engaging the Campus in Preparing Future Faculty
Presenters: **Jerry G. Gaff,** vice president and project director, Association of American Colleges and Universities; **Anne S. Pruitt,** dean in residence, Council of Graduate Schools; others to be announced.

10:00 AM - 11:10 AM

CONCURRENT SESSIONS

Public Journalism: A Case of Public Scholarship
Presenter: **Jay Rosen,** director, Project on Public Life and the Press, Department of Journalism, New York University.

Collaborative Learning/Cooperative Learning: The Continuum of Theory and Practice
Presenters: **Roberta S. Matthews,** associate dean for academic affairs, LaGuardia Community College, CUNY, and member, AAHE Board of Directors; **James L. Cooper,** director, Network for Cooperative Learning in Higher Education, California State University, Dominguez Hills; **Neil Davidson,** professor of curriculum and instruction, University of Maryland, College Park; **Peter Hawkes,** associate professor of English, East Stroudsburg University of Pennsylvania.

Connecting Service, Curriculum, and Communities
Presenters: **Allen Wutzdorff,** executive director, National Society for Experiential Education; **Garry Hesser,** professor of sociology, Augsburg College; **Kathleen Maas Weigert,** faculty liaison/academic coordinator, Notre Dame University; **Edward Zlotkowski,** director, Bentley Service-Learning Project, Bentley College.

New Visions: General Education, Interdisciplinary Studies, and Community Service at Portland State
Presenters: **Michael F. Reardon,** provost, and **Charles White,** associate dean for university studies, Portland State University.

Higher Education Issues, Policies, and Funding: A Conversation With Minority Congressional Leaders
Presenters: Rep. **Ed Pastor** (D-AZ); Rep. **Bill Clay** (D-MO); others to be announced. *Sponsored by the AAHE American Indian/Alaska Native, Asian and Pacific, Black, and Hispanic Caucuses.*

Alcohol and Academic Life: The Harvard Alcohol Study of American Colleges and Universities
Presenters: **Henry Wechsler,** director, College Alcohol Studies, and **George Dowdall,** visiting lecturer, Harvard School of Public Health.

Open Meeting: The AAHE Teaching Initiative and Forum on Faculty Roles & Rewards
Leaders: **Pat Hutchings,** director, AAHE Teaching Initiative, and **R. Eugene Rice,** director, AAHE Forum on Faculty Roles & Rewards, AAHE.

11:20 AM - 12:30 PM

CONCURRENT SESSIONS

Use of Indicators in Performance-Based Funding
Presenters: **Darrell W. Krueger,** president, Winona State University; **Charles McClain,** commissioner of higher education, Missouri Coordinating Board for Higher Education, and member, AAHE Board of Directors; **Dennis Jones,** president, National Center for Higher Education Management Systems.

Call for Action: A National Reexamination of Tenure
Presenters: **Russell Edgerton,** president, and **R. Eugene Rice,** director, AAHE Forum on Faculty Roles & Rewards, AAHE; **Richard Chait,** director, Center for Governance and Leadership, University of Maryland; discussion panel to be announced.

Interactive Multimedia and Hypermedia: The Campus's and the Publishers' Perspectives
Presenters: **Maryam Mohit,**

interactive media producer, The Voyager Company; **Lucinda Roy,** associate dean for curriculum, outreach and diversity, Virginia Polytechnic Institute & State University.

Leadership: The Critical Variable in Changing Institutions and Society

Moderator: **Carole Leland,** senior program associate, Center for Creative Leadership. *Presenters:* **David Campbell,** senior research fellow, Center for Creative Leadership; **Ron Heifetz,** director, Leadership Education Project, Kennedy School of Government, Harvard University; **Estela Mara Bensimon,** associate professor and senior research associate, Center for the Study of Higher Education, The Pennsylvania State University.

University Mission: Making Service Central

Presenters: **Zelda Gamson,** professor of education and director, New England Resource Center for Higher Education, University of Massachusetts at Boston; **Ira Harkavy,** director of community partnerships, University of Pennsylvania.

12:30 PM - 2:00 PM

BUSINESS MEETINGS

AAHE Lesbian/Gay Caucus
AAHE Women's Caucus

POSTER SESSION

A repeat of Monday's lunchtime poster lineup

2:00 PM - 4:45 PM

Thinking K-16: Engaging the Campus and Community for Education Reform

Presenters: **Kati Haycock,** director, and **Nevin Brown, Sarita Brown, Stephanie Robinson, Paul Ruiz,** and **Carol Stoel,** principal partners, The Education Trust, AAHE.

2:00 PM - 3:15 PM

CONCURRENT SESSIONS

So What Have We Learned About Effective Undergraduate Teaching?

Moderator: **Ralph Lundgren,** senior program officer, Lilly Endowment, Inc. and member, NCTLA Advisory Board. *Presenters:* **James Ratcliff,** professor and director, National Center for Postsecondary Teaching, Learning, and Assessment (NCTLA), The Pennsylvania State University; **Laura Rendon,** senior research associate, NCTLA, and associate professor of higher education, Arizona State University; **Robert Menges,** professor of education and social policy, Northwestern University; **Estela Mara Bensimon,** associate professor and senior research associate, Center for the Study of Higher Education, The Pennsylvania State University.

The Hole in the Doughnut: General Education in the Professional Curriculum

Presenters: **Marion W. Roydhouse,** associate professor of history, and **William Brown,** professor of English, and **Richard Nigro,** vice president for academic affairs, Philadelphia College for Textiles and Science; **Joan Stark,** professor of graduate education, Center for the Study of Higher Education, University of Michigan.

Information Resources and Economic Development: An Emerging Role for Colleges and Universities

Moderator: **Patricia Senn Breivik,** associate vice president for information resources and chair, National Forum on Information Literacy, Towson State University. *Presenters:* **Frank Knott,** chair, Maryland Governor's Information Technology Board; **Charles Siegmann,** senior vice president and chief information officer, First National Bank, and member, Towson State University Information Resources Advisory Board. *Sponsored by the AAHE Information Literacy Action Community.*

Complementing the Curriculum: Empowering Students Through Culture

Presenters: **Sheila V. Baldwin,** committee chair and course director, African-American Cultural Experience, and **Wayne Tukes,** academic advisor, Columbia College (Chicago); **Lee V. Cloud,** professor of music, Northern Illinois University; **Derise Toliver,** professor of psychology, DePaul University. *Sponsored by the AAHE Black Caucus.*

The Pacific Rim: Opportunities for Higher Education Institutions

Moderator: **Michael M. Ego,** dean, College of Applied Sciences and Arts, San Jose State University, and chair, AAHE Asian and Pacific Caucus. *Presenters:* **Josephine Ong,** assistant to the vice president for academic outreach and international affairs, University of Arizona; **William Phillips,** associate dean, College of Business, Idaho State University; **William Briggs,** director, Pacific Rim Institute, San Jose State University. *Sponsored by the AAHE Asian and Pacific Caucus.*

After Access: Evaluation Models for Programs on Retaining and Graduating Underrepresented Students

Moderator: **Susan Kupisch,** assistant vice president for academic affairs, Austin Peay State University. *Presenters:* **Regina Stanback-Stroud,** professor and president, Academic Senate, and **Maria Sheehan,** vice chancellor, Human Resources, California Community College System; **John Stewart,** professor and director, African-American and African Studies Program, University of California, Davis; **Yolanda Robinson,** program director, Black Studies Center, The Ohio State University; **Hardy Frye,** executive director, Urban Community School Collaborative, University of California Office of the President, and professor of sociology, University of California, Santa Cruz. *Sponsored by the AAHE Women's Caucus.*

New Frameworks for New Institutions

Presenters: **Armando A. Arias, Jr.,** dean, College of Arts and Sciences, Texas A&M University-Kingsville; **Steve Arvizu,** provost, California State University, Monterey Bay; **Larry Boyd,** provost and vice president for academic affairs, Texas A&M International University; **Suzanne Richter,** vice president

Barbara Leigh Smith

Isaura Santiago

Melvin Terrell

Norman Coombs

Emily Levine

for academic affairs, Florida Gulf Coast University; **Victor Rocha,** dean, College of Arts & Sciences, California State University, San Marcos. *Sponsored by the AAHE Hispanic Caucus.*

Responding to Retention Rates: A Case Study in a Hispanic Institution
Presenter: **Estela R. Lopez,** vice president for academic affairs, Inter American University of Puerto Rico. *Sponsored by the AAHE Hispanic Caucus.*

Inventing the Future: Engaging Multiple Stakeholders in Planning
Presenters: **Steve Brigham,** director, AAHE CQI Project, AAHE; **Lois Graff,** associate dean, School of Business and Public Management, George Washington University.

Community Colleges as the Nexus for Comprehensive Change
Presenters: **John C. Burkhardt,** program director, Leadership and Higher Education, and **Betty J. Overton,** coordinator, Higher Education, W.K. Kellogg Foundation.

Collaboratory: Connecting Museums With University and High School Teams Through the Internet
Presenters: **Margit Misangyi Watts,** director, Rainbow Advantage/Freshman Seminar Programs, and **Richard A. Dubanowski,** dean, College of Social Sciences, University of Hawaii at Manoa; **Wesley Cooper,** professor of philosophy, University of Alberta (Canada).

3:45 PM - 4:45 PM

AAHE Information Literacy Action Community Meeting
Organizer: **Patricia Senn Breivik,** associate vice president for information resources and chair, National Forum on Information Literacy, Towson State University.

Orientation to the AAHE Black Caucus 1995 Zimbabwe Study Tour
Leaders: **Melvin C. Terrell,** vice president for student affairs, Northeastern Illinois University; **Josephine D. Davis,** president, York College, CUNY. *Sponsored by the AAHE Black Caucus.*

CONCURRENT SESSIONS

Promoting Civility in Networked Academic Environments: Cases, Principles, and Procedures
Presenters: **Gregory A. Jackson,** director, Academic Computing, Massachusetts Institute of Technology; others to be announced.

The Problem Sol(v)ing Program of the College of Arts and Sciences at Syracuse University
Presenters: **Fredrick W. Phelps,** director, Soling Program, and **Donna Gates Thomas,** academic advisor, Syracuse University; others to be announced.

Service-Learning Programs: The Importance of Partnership Building in University/Community Relations
Chair: **Parker Johnson,** dean, Intercultural Advancement, Gettysburg College. *Presenters:* **Millicent Carvalho,** director, Urban Studies and Community Services Center, and **Stephen Kopec,** adult learning project coordinator, Urban Studies and Community Services Center, and **June Robinson,** community liaison, Urban Studies and Community Services Center, La Salle University. *Sponsored by the AAHE Black Caucus.*

Competition for Scarce Resources: Meeting the Learning Needs of New Immigrant Students in the Face of Shrinking Budgets
Moderator: **Ray Lou,** associate vice president for undergraduate studies, San Jose State University. *Discussant:* **Roberto Haro,** director, Monterey Center, San Jose State University. *Presenters:* to be announced. *Sponsored by the AAHE Asian and Pacific Caucus.*

Equity Issues in Distance Education: A Dialogue
Presenters: **Norman Coombs,** professor of history and chair, Project EASI, Rochester Institute of Technology; **Michael B. Goldstein,** partner, Dow Lohnes & Albertson.

FIPSE Follow-Up: Did the Adjunct Certification Program Work?
Presenter: **Patricia A. Wagner,** associate professor of English, Tompkins Cortland Community College.

The Making of a New College Within a Large University
Presenters: **Karen Oates,** codirector, New Gunston College, and **John O'Connor,** codirector, New Gunston College, and **David L. Potter,** vice president, George Mason University.

Seeking Consensus on Indicators of Quality in Higher Education: A 3-Year PanCanadian Study and International Validation
Presenter: **Gilles G. Nadeau,** professor of evaluation, Universite de Moncton (Canada).

The Presidential Advisory Commission on Educational Excellence for Hispanic Americans: The Need, Strategy, and Update
Presenter: **Raul Yzaguirre,** president, National Council of La Raza, and chair, Presidential Advisory Commission on Educational Excellence for Hispanic Americans. *Sponsored by the AAHE Hispanic Caucus.*

5:00 PM - 6:00 PM

SPECIAL PLENARY

Applying Advanced Technology to Campus and Community Needs
A Bell Atlantic interactive multimedia demonstration of the technologies that are helping to change the way we learn and work.

Wednesday, March 22, 1995

7:30 AM - 8:45 AM

The Howard R. Swearer Student Humanitarian Award Breakfast

9:00 AM - 10:00 AM

CONCURRENT SESSIONS

The Experiential Learning Requirement at Elon College
Presenters: **Pamela M. Kiser,** chair, Human Services and Psychology, and **Russell B. Gill,** director of general studies and professor of English, and **Robert G. Anderson,** associate professor of political science, Elon College.

Maintaining a Sense of Community During Periods of Rapid Growth
Presenters: **Tito Guerrero III,** provost and vice president for academic affairs, and **Paul E. Orser,** associate vice president for academic affairs, Texas A&M University-Corpus Christi; **Raymond T. Garza,** provost and vice president for academic affairs, University of Texas at San Antonio; **Larry Boyd,** provost and vice president for academic affairs, Texas A&M International University. *Sponsored by the AAHE Hispanic Caucus.*

Creating University-Community Partnerships: A Focus on Community Assets Rather Than Needs
Presenters: **Marshall R. Goodman,** associate dean, Arts & Sciences, and **Thomas Hadley,** director, Student Affairs, University of Cincinnati.

Communicating About Change in Virginia
Presenters: **Margaret Miller,** associate director for academic affairs, and **Anne Pratt,** associate director for administration, State Council for Higher Education for Virginia.

How K-12 Standards-Based Reforms Affect Higher Education Admissions
Presenters: **Francis A. Griffith,** assistant vice provost for assessment, University of Northern Colorado; **John Lanning,** associate dean, College of Liberal Arts and Sciences, University of Colorado, Denver; **Joan Ott,** director of curriculum & instruction, Aurora (CO) Public Schools; **Mary Apodaca,** coordinator, Coalition of Essential Schools, Colorado Department of Education.

Your On-Ramp to the Internet: The Power of Electronic Mail
Presenters: **Norman Coombs,** professor of history and chair, Project EASI, Rochester Institute of Technology; **Dick Banks,** adaptive technologist, University of Wisconsin, Stout.

Rights and Responsibilities of Electronic Learners: A Report
Presenters: **Frank Connolly,** associate professor of information systems, The American University; others to be announced.

Strategies for Developing a Culture of Leadership
Presenters: **Phyllis Lewis,** director of human resources, University of Pennsylvania; **James Gallagher,** president, Philadelphia College of Textiles and Science; **Rosalyn F. Hantman,** director, Training & Development, Columbia University; **Sharon A. McDade,** assistant professor, Higher Education Administration, Teachers College, Columbia University.

AAHE Teaching, Learning & Technology (TLT) Roundtable Report
Presenter: **Steven W. Gilbert,** director, AAHE Technology Projects, AAHE.

10:15 AM - 11:30 AM

CLOSING PLENARY

Conference Synthesis
Presenter: **Emily Levine,** Hollywood writer, comedienne, and philosopher.

AAHE Town Meeting

12:30 PM - 3:30 PM

Ticketed Event
Workshops W-22, W-23, W-24, W-25, W-26, W-27, W-28, W-29, W-30
Note: Advanced registration and fee required. See pages 12-16 for details.

ABOUT AAHE

The American Association for Higher Education (AAHE) is a membership association of individuals interested in improving the effectiveness of the higher education enterprise as a whole and their own effectiveness in their particular setting. The Association's membership includes more than 8,500 administrators, faculty, and students from all sectors, as well as policymakers and leaders from foundations, business, and government.

AAHE's flagship event is this National Conference on Higher Education, one of higher education's premier national meetings since 1946.

AAHE members receive discounts on registration to this conference as well as to AAHE's special-topic conferences on assessment/quality, school/college collaboration, and faculty roles and rewards. Members receive *Change* magazine and *AAHE Bulletin*, discounts on all AAHE publications, and more. Member support enables AAHE to initiate projects on a range of issues to create change at the campus, state, and national levels.

Annual membership is just $80 ($45 for students). Join on the enclosed postcard or the Conference Registration Form and save up to $85 on your conference registration fee.

WORKSHOPS

Workshops are offered in the following categories:

- *Faculty Development* ◄
- *Collaborative/Cooperative Learning* ◄
- *Curriculum* ◄
- *Assessment* ◄
- *Technology and Information Resources* ◄
- *Professional Development* ◄
- *Supporting Students* ◄
- *Planning/Leadership/Management* ◄

The pre- and postconference workshops are a small but valuable portion of the conference offerings, providing intensive and practical learning experiences. To register, mark your choice(s) on the Registration Form and add the appropriate amount(s) to your registration fee.

Faculty Development

W-5 Supporting Faculty Who Teach First-Year Students: Part I

This two-part workshop will help deans, department chairs, faculty-development specialists, and teaching faculty to understand first-year students and to create a seminar or workshop series to support faculty who teach them. In both Part I and II, you will explore alternative program formats, sample a variety of workshop and seminar activities, and contemplate program design on your own campus. You may register for Part I (W-5) or Part II (W-10) or both. You will receive a copy of *Teaching College Freshmen*, by Erickson and Strommer, as well as exercises and handouts.

In this part (Part I), the focus will be on developing programs to help faculty understand first-year students — their experiences in high school, their expectations for college, their learning styles and developmental positions.

Presenters: **Bette LaSere Erickson,** instructional development specialist, and **Diane Weltner Strommer,** dean, University College and Special Academic Programs, University of Rhode Island.

Sunday, March 19
9:00 AM-12:00 PM **$50**

W-10 Supporting Faculty Who Teach First-Year Students: Part II

See W-5 *above* for a full description of this two-part workshop.

In this part (Part II), the focus will be on workshops and seminars for faculty who teach first-year students.

Sunday, March 19
1:00-4:00 PM **$50**

W-11 Strengthening Academic Programs With Part-Time Faculty

Almost 40 percent of faculty in higher education today are part-timers. They teach substantial parts of the undergraduate curriculum. Explore the current status of part-time faculty by looking at who part-timers are, what they do, how they are employed, and how they are oriented and integrated into their colleges or universities. The workshop will be based upon the findings and recommendations in Gappa and Leslie's *The Invisible Faculty: Improving the Status of Part-Timers*.

Presenters: **Judith M. Gappa,** vice president for human relations, Purdue University; **David W. Leslie,** professor of education, Florida State University.

Sunday, March 19
1:00-4:00 PM **$50**

W-12 The Promotion and Tenure Committee

This practical workshop is designed for faculty who chair or serve on promotion and tenure committees and for administrators responsible for establishing guidelines and appointing members. You will explore the type of information committees should provide candidates, the questions that should be asked, and ways in which the process can be improved. You will develop guidelines for documenting nontraditional forms of scholarly/professional or creative work, and will receive copies of Diamond's *Serving on Promotion & Tenure Committees: A Faculty Guide* and *Preparing for Promotion & Tenure: A Faculty Guide*.

Presenters: **Robert M. Diamond,** director, National Project on Institutional Priorities & Faculty Rewards, and assistant vice chancellor for instructional development, Syracuse University; **Bronwyn Adam,** assistant project director, Center for Instructional Development, Syracuse University.

Sunday, March 19
1:00-4:00 PM **$50**

W-22 Getting Started: Lessons From AAHE's National Project on the Peer Review of Teaching

Faculty from pilot departments on twelve university campuses are currently engaged in a two-year project, coordinated by AAHE, to develop ways to document, display, and evaluate teaching. This workshop will share preliminary lessons from that project and help campuses get started with similar initiatives. You will focus on three topics: strategies for peer review (classroom observation is only one, and not necessarily the best); organizing the effort on campus (where to start and who should be involved); and pilot activity at the department level (faculty teams and prototype development). The workshop also will assist you in developing an action plan for moving ahead in your own setting. The $75 registration fee includes extensive materials to support your own local initiative.

Presenter: **Pat Hutchings,** director, AAHE Teaching Initiative, AAHE.

Wednesday, March 22
12:30-3:30 PM **$75**

W-27 Working With Junior Faculty: The Department Chair's Role

This workshop will address the critical role of chairs and other academic leaders in the socialization and retention of junior faculty, with an emphasis on women and people of color. The workshop, which is based on findings from two studies of junior faculty socialization conducted since 1992, will address: (1) assessing departmental and organizational climates for junior faculty; (2) assessing the junior faculty member's understanding of the academic career; (3) eliminating barriers to success for minority and women junior faculty; and (4) models for junior faculty orientation, mentoring, and development. You will receive a handbook for department chairs based on Bensimon's and Ward's studies.

Presenters: **Estela Mara Bensimon,** associate professor and senior research associate, Center for the Study of Higher Education, The Pennsylvania State University; **Kelly Ward,** service-learning facilitator, The Montana Campus Compact, University of Montana. *Sponsored by the AAHE Hispanic Caucus.*

Wednesday, March 22
12:30-3:30 PM $50

Collaborative / Cooperative Learning

W-1 Collaborative Learning and Learning Communities: Viable Ways for Building an Engaged Campus

Many institutions are experimenting with learning communities and collaborative learning as viable low-cost ways to create a more engaged campus. After hearing a brief framework and rationale for collaborative learning in undergraduate institutions, you will explore ways collaborative learning can be used in discrete classroom settings and also in learning communities, i.e., programs that link or cluster classes around larger themes and often involve collaborative teaching as well as collaborative learning. You will focus particularly on issues of effective design: the design of collaborative student work within a course, and the design of learning communities.

Presenters: **Barbara Leigh Smith,** vice president and provost, The Evergreen State College; **Faith Gabelnick,** provost and dean of faculty, Mills College. *Sponsored by the Collaboration in Undergraduate Education (CUE) Network.*

Sunday, March 19
8:00 AM-12:00 PM $50

W-13 Collaborative Learning and Technology

Technology currently available on most college campuses has the potential to enhance the cooperative learning that goes on in the classroom and to expand the use of cooperative learning techniques outside the classroom. This workshop will describe some of that technology and give you time to explore these applications and techniques. The applications include e-mail, conferencing (VAX Notes and Daedalus Interchange), decision support software, and hypertext.

This 3-hour workshop will take place off-site at George Mason University (Fairfax, VA). Buses will leave the Hilton at 12:15 PM and return at 4:45 PM. Transportation is included in the fee.

Presenters: **Thomas Creed,** coordinator, Learning Enhancement Services, Saint John's University/College of St. Benedict; **John O'Connor,** codirector, Instructional Development Office, George Mason University.

Sunday, March 19
12:15-4:45 PM $60

SPECIAL INVITATION

Forum on Exemplary Teaching

At this year's National Conference, the AAHE Teaching Initiative will sponsor the seventh annual Forum on Exemplary Teaching, a program and series of roundtable discussions designed for faculty working to improve teaching in their own classrooms and beyond.

In keeping with the 1995 conference theme, this year's Forum will focus on ways to *organize the campus for teaching improvement,* with discussion highlighting models and options for various settings and purposes. An opening program on the afternoon of Sunday, March 19, will be followed by several special occasions during subsequent days, including occasions for campus planning with partners from academic affairs administration.

A special invitation to the Forum was sent to all CAOs in December 1994. CAOs are asked to oversee the selection of Forum participants, who attend the Forum on behalf of their campus. Note that enrollment is limited, and Forum participants must register by *February 13, 1995,* in order to receive advance materials.

Contact: Erin Anderson, project assistant, AAHE Teaching Initiative, 202/293-6440 x42, AAHETI@CAPCON.NET.

Fee: $75; all participants in the Forum must also register for the National Conference.

SPECIAL INVITATION

AAHE Teaching, Learning & Technology Roundtable Meeting

This year's National Conference will be the site of a special "conference within a conference" meeting for teams that are part of AAHE's Teaching, Learning & Technology (TLT) Roundtable.

The purpose of the TLT Roundtable program is to improve the quality and accessibility of higher education through the selective use of information technology and information resources in teaching and learning — while controlling costs.

AAHE's national TLT Roundtable program encourages, guides, and assists individual campuses in establishing their own local Roundtable group. The members of each group work cooperatively to develop campus-wide planning, assessment, and support systems and to undertake related projects with other Roundtable institutions.

A special invitation to the Roundtable meeting was sent to all CAOs in December 1994. CAOs are asked to oversee the selection of participants, who attend the meeting on behalf of their campus. Preparatory and follow-up activities will be available to participating institutions via the Internet.

Space at the conference is limited, and teams of 3 or more will be given priority. The composition both of a local Roundtable and of the registering team is critical.

For more: If you are interested in participating, subscribe to the Internet Listserv AAHESGIT by sending an e-mail message to LISTPROC@LIST.CREN.NET. Leave the subject line blank, and send the message: SUBSCRIBE AAHESGIT yourfirstname yourlastname. Or, contact Steven W. Gilbert, director, AAHE Technology Projects, 202/293-6440 x54, GILBERT@CLARK.NET.

Fee: $100 per participant. All campus team members registering must identify a "team liaison" for this meeting on their Conference Registration Forms (see Box G). All participants in the Roundtable meeting must also register for the National Conference.

W-14 Busy, Noisy, and Powerfully Effective: Cooperative Learning in the College Classroom

This high-energy, active-participation, learner-centered workshop will model cooperative learning tools, strategies, and activities for the college classroom. This is a workshop for those who like to get involved, who want engaging teaching tools to promote active learning, and want specific examples of cooperative learning applications across academic disciplines. The workshop will involve you in cooperative learning strategies for promoting academic achievement, critical thinking, team building, and assessment. Videos of students and teachers using cooperative learning in a variety of classrooms will provide "real" examples of cooperative learning pedagogy. Performance assessments for the cooperative college classroom will be provided.

Presenter: **Idahlynn Karre,** professor of speech communication, University of Northern Colorado; members of the University of Northern Colorado Cooperative Learning Community.

Sunday, March 19
1:00-4:00 PM $50

W-23 Coming Together, Coming Apart: Overcoming Obstacles and Enriching the Collaborative/Cooperative Learning Experience

Collaborative/cooperative learning is an exciting but complex process to plan and facilitate. This workshop provides a forum for experienced practitioners to examine their own techniques. You will identify common problems, and explore issues of power, gender, culture, and experience within groups. The assumptions guiding collaborative/cooperative learning models will be critiqued to assist you in examining your own thoughts and actions when implementing these activities. You will gain a better understanding of how and when to intervene in order to facilitate your instructional goals and provide students with an enriched learning experience.

Presenters: **Virginia G. Gonzalez,** professor of counseling, Northampton Community College; **Barbara A. Macaulay,** associate dean, Academic Affairs, Quinsigamond Community College. *Sponsored by the Collaboration in Undergraduate Education (CUE) Network.*

Wednesday, March 22
12:30-3:30 PM $50

W-24 Advanced Cooperative Learning: An Eclectic Approach

Are you a practitioner looking to hone your implementation skills, deepen your understanding of group processes, and expand your repertoire of classroom activities? Are you an administrator looking to help faculty adopt innovative classroom techniques? This workshop will reference common techniques such as "Jigsaw," but focus on lesser-known yet very effective advanced structures such as "Reciprocal Peer Questioning," "Paired Annotations," and "Cooperative Case Studies." Highly interactive, the workshop will draw inspiration, objectives, and activities from different schools of cooperative and active learning and from national movements such as Classroom Assessment, writing-across-the-curriculum, and critical thinking. You will receive an extensive handout packet intended to enhance your planning and implementation.

Presenter: **Barbara J. Millis,** assistant dean for faculty development, University of Maryland University College.

Wednesday, March 22
12:30-3:30 PM $50

Curriculum

W-6 Service-Learning: Expanding and Redefining Traditional Concepts

In this workshop, you will learn the difference between key terms such as "service-learning," "community service," and "volunteerism." You will examine questions such as: Is service-learning academic or civic/philanthropic? What are its teaching, research, and "service" implications? How does one recognize and evaluate quality work? How does service-learning "fit" current academic structures? Are there different service-learning models for different kinds of institutions? What is the role of service-learning in the larger debate about academic accountability? You will work in small groups organized by discipline and/or institutional type.

Presenters: **Edward Zlotkowski,** professor of English and director, The Bentley Service-Learning Project, Bentley College; **R. Eugene Rice,** director, AAHE Forum on Faculty Roles & Rewards, AAHE.

Sunday, March 19
9:00 AM-12:00 PM $50

W-15 Standards-Based Education, K-16: The Possible Dream

In this workshop, you will learn how content standards and assessments, taken together, can raise achievement for all students throughout the system, K-16. Mitchell will describe the meaning and function of content, performance, and opportunity-to-learn standards, and how to develop them in K-16 communities. Griffith will share his experiences in a FIPSE project, Project SPAN, which is developing a seamless form of authentic assessment extending PK-16. You will learn why and how to develop commencement standards, performance-based assessment tasks, and scoring formats for departments, and discuss how to establish a K-16 standards-based school/college alliance. Working in a team, you also will write commencement standards for your specific discipline, and you will design one or more performance tasks to measure them.

Presenters: **Francis A. (Jerry) Griffith,** assistant vice provost for assessment, University of Northern Colorado; **Ruth Mitchell,** project manager, Standards-Based Professional Development, The Education Trust, AAHE, and education policy analyst.

Sunday, March 19
1:00-4:00 PM $50

Assessment

W-7 What to Do About Assessment Well Before the Accrediting Review Team Comes

How can you satisfy the demands of your accrediting agency and, at the same time, use assessment to answer questions about student outcomes that are important to your campus? Effective, creative ways to do both will be the focus of this workshop. You will explore a range of approaches and methods; discuss planning, first steps, and timelines; and consider how these options might square with accreditor expectations and mandates. Because useful assessment requires a long-term commitment, this session will be particularly helpful to campuses undergoing (re)accreditation within the next few years that want to get an early and effective start.

Presenters: **Thomas A. Angelo,** director, AAHE Assessment Forum, AAHE; **Ralph A. Wolff,** associate executive director, Western Association of Schools and Colleges, and founder, Institute for Creative Thinking.

Sunday, March 19
9:00 AM-12:00 PM $50

W-16 Making Core Learning Visible: Portfolios and Other Qualitative Approaches to Assessing General/Liberal Education

How can we use assessment to better understand, explain, and improve student learning outcomes in general/liberal education programs? How can we move beyond simple, often reductionist data collection to provide a fuller portrait of student learning and growth for improvement and accountability? This workshop will introduce a range of qualitative assessment methods that can help both internal and external audiences appreciate the complexity and value of core learning. Portfolio assessment will get special attention. Examples of creative ideas for collecting, using, and communicating qualitative assessment information will be shared.

Presenters: **Karen Maitland Schilling,** director of liberal education, Miami University; **Karl L. Schilling,** special assistant to the provost, Miami University.

Sunday, March 19
1:00-4:00 PM $50

W-25 Building an Engaging Undergraduate Curriculum Using Assessments of General Education

This workshop is designed for faculty, department chairs, and deans at institutions with distributional general-education requirements. You will examine techniques for building course clusters and sequences that engage students and promote specific learning gains. You will learn how to link the courses students take with their improvement in learning by using an assessment plan that not only meets accreditation and accountability standards but also points to more effective teaching, learning, and advising.

Portland State University's recent curriculum reform effort will be used as a model. You will receive a copy of its *General Education Working Group Report and Recommendations* (1993) and *What We Can Learn From Coursework Patterns About Improving the Undergraduate Curriculum* (1993).

Presenters: **James L. Ratcliff,** director, National Center for Postsecondary Teaching, Learning, and Assessment, The Pennsylvania State University; **Betsy Palmar-Crampton,** research assistant, Center for the Study of Higher Education, The Pennsylvania State University; **Michael Reardon,** provost, Portland State University. *Sponsored by the National Center for Postsecondary Teaching, Learning, and Assessment.*

Wednesday, March 22
12:30-3:30 PM $50

W-26 Classroom Assessment for Higher Learning: A Hands-On Introduction for Faculty and Administrators

This workshop will prepare you to begin using Classroom Assessment, a simple and effective way to find out how well students are learning what you're teaching. Classroom Assessment brings the benefits of the assessment movement into the classroom and under the control of individual teachers and learners. In this workshop, you will consider examples of successful Classroom Assessment from various disciplines and practice simple techniques for assessing and improving several dimensions of higher learning. You will receive a copy of Angelo's *Classroom Research: Early Lessons From Success* and other materials. This workshop is specifically designed for those who have never attended a Classroom Research/Assessment workshop.

Presenter: **Thomas A. Angelo,** director, AAHE Assessment Forum, AAHE.

Wednesday, March 22
12:30-3:30 PM $50

Technology and Information Resources

W-3 Tools for Active Learning: A Multimedia Primer

This hands-on workshop will introduce you to the tools for creating multimedia instructional materials. In a laboratory setting, you will learn about multimedia by "doing it" yourself: with tools for scanning, capturing sound, editing video, and incorporating these elements into multimedia mini-documents of your own. You will discuss exemplary classroom applications of multimedia, with emphasis on student use of the tools for project-based and collaborative learning. This is a workshop for multimedia beginners! No experience beyond word processing is required.

This 3-hour workshop will take place off-site at George Mason University (Fairfax, VA). Buses will leave the Hilton at 8:00 AM and return at 12:30 PM. Transportation is included in the fee.

Presenters: **Diane Balestri,** manager, Instructional and Media Services, Princeton University; **Michael Randy Gabel,** codirector, Instructional Development, and associate professor of math, George Mason University.

Sunday, March 19
8:00 AM-12:30 PM $60

W-4 Practical Access to Internet Resources for Instruction and Research: A Hands-on Tour

In this hands-on workshop, you will (1) learn connection strategies, and the most appropriate and easily used tools for finding and using information; (2) explore software indices and pointers to discipline-based resources; (3) sample significant resources appropriate for instruction and research; and (4) hear cautions and frank discussion of the Internet's current limitations. You will work at your own networked computer, with network software, as you locate and view Internet resources directly relevant to your discipline. Most of the software is available free or at nominal cost to educational institutions, and you will receive copies to take with you.

This 3-hour workshop will take place off-site at George Mason University (Fairfax, VA). Buses will leave the Hilton at 8:00 AM and return at 12:30 PM. Transportation is included in the fee.

Presenters: **David Bantz,** associate vice chancellor for information technology, and **Anita Evans,** chair, University Library Department, University of Wisconsin-La Crosse; **Susan Perry,** college librarian, Mt. Holyoke College; **John O'Connor,** codirector, Instructional Development Office, George Mason University.

Sunday, March 19
8:00 AM-12:30 PM $60

W-8 Changes in Higher Education Through Distance Education

For several reasons, demographic as well as competitive, distance education is becoming a more important component of higher education. In this workshop, you will briefly review how two-way communication technologies such as audiographics, audio-, video-, and computer-conferencing are being used in education. You will then focus on how the roles of students, teachers, and especially institutions will change and reorganize to promote participation in distance education.

Presenters: **Zane Berge,** director, Center for Teaching and Technology, Georgetown University; **Mauri Collins,** program assistant, American Center for the Study of Distance Education, The Pennsylvania State University.

Sunday, March 19
9:00 AM-12:00 PM $50

W-13 Collaborative Learning and Technology

See description on page 13.

Sunday, March 19
12:15 PM-4:45 PM $60

Professional Development

W-9 Put Your Best Foot Forward: How to Survive the Administrative Search Process

This workshop will provide information for those seeking and being selected for top administrative positions at the college and university level. You will cover: (1) building an experience base; (2) developing an appropriate resume; (3) determining what qualities and experiences universities are seeking; (4) contacting search consultants, or "head hunters"; (5) networking for colleagues, information, and references; (6) conducting reasonable search efforts; (7) interviewing; (8) negotiating and accepting offers; and (9) avoiding common pitfalls, especially for women and minority candidates.

Introduction: **Susan Kupisch,** assistant vice president for academic affairs, Austin Peay State University. *Presenter:* **Judy Touchton,** director, Senior Executive Leadership Service, and deputy director, Office of Women, American Council on Education, and consultant to executive search agencies. *Sponsored by the AAHE Women's Caucus.*

Sunday, March 19
9:00 AM-12:00 PM $50

Supporting Students

W-17 Building Successful Educational Environments for African-American Students

This workshop will offer a philosophical framework for and strategies that can be used in building successful educational environments for African-American students. The focus will be on the impact of shrinking funds on academic development programs and the organizing of effective retention programs. The presenters will cover the issue from the perspectives of various types of institutions — small and large, public and private, community colleges, four-year colleges, and universities.

Presenters: **Antoine Garibaldi,** vice president for academic affairs, Xavier University; **Roland Smith,** executive assistant to the president, University of Notre Dame.

Sunday, March 19
1:00-4:00 PM **$50**

W-18 Reimagining Leadership: A Model for College Student Leadership Development

The leadership-development model to be introduced is based on themes found in Astin and Leland's *Women of Influence, Women of Vision* (1991). The "working ensemble" who developed the model consists primarily of faculty and student-affairs administrators. The model uses service as a vehicle for learning about the leadership-development concepts of change, citizenship, collaboration, commitment, common purpose, and gaining a consciousness of self and others, a needed aspect of effective group leadership. In the workshop, you will discuss case studies exemplifying the model's key concepts, and in small groups discuss the application of the model to campus situations. You will leave with a *Guidebook* for implementing the model with students.

Presenters: **Alexander Astin,** professor and director, and **Marguerite Bonous-Hammarth,** research analyst, and **KC Boatsman,** research analyst, Higher Education Research Institute, University of California, Los Angeles; **Helen Astin,** associate director, Higher Education Research Institute, professor of education, University of California, Los Angeles, and chair, AAHE Board of Directors.

Sunday, March 19
1:00-4:00 PM **$50**

W-20 The Design and Implementation of a Successful Freshman Year Course

A student's first year is a most critical time for intervention and support, particularly for the less-traditional student. A "tried and true" intervention to address the needs of new students is the freshman-year course. Using the "University of South Carolina 101" model, this workshop will address: (1) preparing the campus to embrace the concept; (2) curriculum development and working with college-wide committees; (3) faculty training and support; and (4) the role of diversity and pluralism. The workshop will be experiential, engaging you in exercises used in the course and in the faculty-training component. You also will receive a copy of the handbook developed to complement the faculty-training component.

Presenters: **Maria M. Vallejo,** vice president for academic/student services, Nassau Community College; **Sheila Hendlin,** director of cooperative education and part-time placement, Bergen Community College. *Sponsored by the AAHE Hispanic Caucus.*

Sunday, March 19
2:00-5:00 PM **$50**

W-28 Redefining Faculty Roles for Academic Advising

Faculty are an integral part of the advising process — either as students' only source of academic advising, or as part of a larger advising system administered by advising professionals. In this workshop, you will undertake the strategic planning of an academic advising program, with emphasis on relationships of "shared responsibility" and outcomes of student success. You will also learn how the use of technology can enable advisors to be more student-centered.

Presenters: **Gary Kramer,** associate dean, Admissions and Records, Brigham Young University; **Susan H. Frost,** director, Institutional Planning and Research, Emory University; **Wes Habley,** director, Assessment, ACT; **Peggy King,** assistant dean, Student Development, Schenectady County Community College; **Faye Vowell,** dean, Emporia State University; **Eric White,** director, Division of Undergraduate Studies, Pennsylvania State University.

Wednesday, March 22
12:30-3:30 PM **$50**

W-29 Expanding the Participation of Minorities in Study, Work, and Travel Abroad

Minority students and faculty are underrepresented in study abroad and exchange programs. You will learn strategies that colleges and universities can employ to encourage the participation of students and faculty in study, work, and travel abroad. You will discuss access issues, program options, financial aid concerns, and other issues important to enhancing the participation of minorities in these programs.

Presenter: **Jerry Jones,** senior coordinator for international programs, American Association of State Colleges and Universities. *Sponsored by the AAHE Black Caucus.*

Wednesday, March 22
12:30-3:30 PM **$50**

Planning/Leadership/Management

W-2 Managing Large System Change: Getting Everyone Into the Action

Leaders seeking to implement broad-based large-scale change in colleges and universities (at the department, school, or institution level) often are frustrated by the complexity, confounded by the required energy, and disappointed by the time it takes to achieve results. In this workshop, you will learn several effective strategies to involve the whole system in changing itself, developing a broad-based "buy-in" at the outset, and using the knowledge of people throughout the organization to inform strategic direction and process innovation.

Presenters: **Steve Brigham,** director, AAHE Continuous Quality Improvement (CQI) Project, AAHE; **Monica M. Manning,** executive officer, The Nova Group, and director, Academic Quality Consortium.

Sunday, March 19
8:00 AM-12:00 PM **$50**

W-19 Learning by Doing: Using External Environmental Scanning and Forecasting to Advance Institutional Effectiveness

This workshop will address external environmental scanning and forecasting and why it is important, with an emphasis on key terms and examples drawn from futures research and issues management. Examples include mission and goals refinement, curriculum development, and strategic and function-unit planning. As part of a "scan team," you will analyze an article about a particular societal change and assess its implications on programs, services, funding, development, technology, and faculty development then recommend a course of institutional action. You will learn what and how to scan, and you will receive materials on starting and sustaining an institution-wide scanning effort. This workshop is for newcomers as well as veterans.

Presenter: **Joel D. Lapin,** professor of sociology, Catonsville Community College. *Sponsored by the AAHE Community College Network.*

Sunday, March 19
1:00-4:00 PM **$50**

W-30 Creating Learning Organizations in Higher Education

Used with great effectiveness in other sectors, the principles of learning organizations can be applied to higher education and offer exciting opportunities for personal growth, organizational learning, and institutional change. In this workshop, you will explore those principles, discuss in what ways your own institution functions as a "learning organization," and get tools and materials for developing learning communities back home. In addition, opportunities will be made available for workshop follow-up.

Presenter: **Ralph A. Wolff,** associate executive director, Western Association of Schools and Colleges, and founder, Institute for Creative Thinking.

Wednesday, March 22
12:30-3:30 PM **$50**

SPECIAL/TICKETED EVENTS

Register now to attend one or more of these conference activities by marking your choice(s) on the Registration Form and adding the appropriate fee(s). Advance registration is required for ticketed activities; tickets are not *available at the door. These activities are open to all conference attendees on a first-come, first-served basis.*

Saturday, March 18, 1:00-5:00 PM

T-1 Monumental Tour of Washington

Feel history come to life on this guided bus tour of the nation's capital and surrounding areas. You will visit the U.S. Capitol, Lincoln Memorial, Vietnam Veteran's Memorial, and Arlington National Cemetery. Along the way, you will view the Washington Monument, Smithsonian Castle and other museums lining The Mall, and the Potomac River. Sparkling commentary will accent the human side of the Washington scene.

Note: Advance registration is required. *Fee:* $30.

Saturday, March 18, 7:00-10:30 PM

T-2 Glittering Scenes Dinner Tour

On this evening tour, you'll take in the spectacle of the starlit memorials and famous landmarks of Washington. Entertaining commentary will focus on Washington social life past and present. At the riverside Washington Harbour, one of the city's newest attractions, you'll enjoy a three-course dinner with a choice of seafood platter, grilled chicken, or New York steak. Sherry aperitifs will be served en route.

Note: Advance registration is required. *Fee:* $50.

Sunday, March 19, 9:00 AM-12:00 PM

T-3 AAHE Black Caucus Career Development Seminar: "Research Dollars: Avenues for Access"

This annual event is designed to help you enhance your career. The 1995 seminar will focus on funding for research in higher education. Topics will include control of research dollars, minority participation in the process, and avenues for access to funding. *Sponsored by the AAHE Black Caucus.*

Presenter: **Jacqueline Jenkins,** education program specialist, U.S. Department of Education.

Note: Advance registration is required. *Fee:* Free for members of the AAHE Black Caucus; $50 for nonmembers. You may join the caucus on your Registration Form.

Sunday, March 19, 9:00 AM-1:30 PM

T-4 AAHE Hispanic Caucus Forum and Luncheon: "Navigating the Institution: Perspectives from Latina(o) Presidents"

This year's annual forum will offer perspectives from three college and university presidents on navigating the institution. A panel presentation will be followed by discussion between the panelists and the audience. At noon, enjoy a luncheon featuring the presentation of the annual AAHE Hispanic Caucus awards. *Sponsored by the AAHE Hispanic Caucus.*

Presenters: **Isaura Santiago,** president, Hostos Community College, CUNY; **Tomas Arciniega,** president, California State University, Bakersfield; **Max Castillo,** president, University of Houston, Downtown Campus.

Note: Advance registration is required. You do not have to be a caucus member to attend. *Fee:* $25.

Sunday, March 19, 10:00 AM-4:00 PM

T-5 Campus Senate Leadership Retreat: "Campus Leaders on Their TOES"

For the seventh consecutive year, the AAHE National Network of Faculty Senates (NNFS) is sponsoring a preconference leadership retreat. The retreat will help campuses improve senates by implementing the Network's "Traits of Effective Senates" (TOES), a set of standards for determining the quality of governance practices.

The retreat also will concentrate on how academic leaders incorporate assessment and total quality management principles into governance activities, respond to growing demands for more inclusive governance bodies, and promote ideals of leadership within all campus constituencies. Special topics will include faculty relations with the campus president and governing board, multi-constituency senates, and expanding the agenda of academic senates to respond to the imperatives of an "engaged campus."

The retreat is designed in a workshop format, with small interactive groups directed by academic leaders who have extensive campus governance experience. *Campus teams* composed of faculty leaders and administrators who are responsible for governance are encouraged. Participants typically will continue to consult with one another following the retreat. *Sponsored by the AAHE National Network of Faculty Senates.*

For more: Detailed information regarding the Leadership Retreat is available from the organizers: **Joseph G. Flynn,** SUNY distinguished service professor, SUNY College of Technology at Alfred (Alfred, NY 14802; ph 607/587-4185); **Karen E. Markoe,** SUNY distinguished service professor, SUNY Maritime College (Bronx, NY 10465; ph 212/409-7252).

Note: Advance registration is required. *Fee:* $75, includes a working lunch.

Saturday, March 18, 2:30-5:30 PM

T-6 Black History Tour of Washington

Enjoy African-American history — Washington style! This guided bus tour will highlight key places of interest from the local and national perspectives. It will include the Frederick Douglass National Historic Site, the Smithsonian Institution's National Museum of American History, and the Anacostia Museum. Ride-by sites include the White House, Lincoln Memorial, Washington Monument, Jefferson Memorial and Tidal Basin, Supreme Court, Freedman Bank site, and Dr. King's Time Capsule.

Note: Advance registration is required. *Fee:* $30.

Tuesday, March 21, 8:00-9:30 AM

T-7 Celebration of Diversity Breakfast: "Tribal College Presidents' Perspectives on the Recruitment of Faculty and Students"

For the fourth year, the AAHE caucuses will cosponsor a breakfast presentation in celebration of diversity. A continental breakfast will be served during this panel discussion featuring the tribal college president's perspective on faculty and student recruitment.

Presenters: **Jasjit Minhas,** president, Lac Courte Oreilles Ojibwa Community College; **Merril Berg,** president, Little Hoop Community College; **Martha McLeod,** president, Bay Mills Community College; **Verna Fowler,** president, College of Menominee Nation.

Note: This breakfast is open to all conferees. Advance registration is required. *Fee:* $10.

Monday, March 20, 7:30-9:30 PM

T-8 AAHE Women's Caucus Dinner

Enjoy a delicious dinner at *Sfuzzi* restaurant in historic Union Station. Washington's beautifully restored train station offers dozens of restaurants and shops and a movie theater in a grand setting. The evening promises good food and conversation with colleagues from the AAHE Women's Caucus.

Note: Advance registration is required. *Fee:* $25 for AAHE Women's Caucus members; $35 for nonmembers. You may join the caucus on your Registration Form. ■

Exhibit Program

The Exhibit Hall at AAHE's National Conference provides a showcase for products, services, programs, publications, and software for the higher education market. You'll have opportunities throughout the conference to visit the Exhibit Hall — to meet vendors and try new products, ask about services, compare programs, and get specialized information.

This year, the Exhibit Hall also will feature poster sessions.

Exhibitors have included:

Allyn & Bacon
The American College in London
American College Testing Program
American Language Academy
American Association of Community Colleges
Anker Publishing
ASPECT Foundation
Association for Gerontology in Higher Education
Association of American Publishers
Bureau of the Census
The College Board
College Survival
Conference Book Service
Datatel
Eastern Michigan University
Educational Testing Service
Encyclopaedia Britannica
ERIC Clearinghouse on Higher Education
Florida Endowment Fund
Follett College Stores
Hispanic Outlook in Higher Education
Illinois Bell
Internal Revenue Service-Taxpayer Education
International Conference on Experiential Learning
Jossey-Bass Publishers
Kettering Foundation
Macmillan Publishing Company
Magna Publications
MetLife
Miami University
Michigan Colleges' Consortium for Faculty Development
National Association for Women in Education
National Center on Postsecondary Teaching, Learning, and Assessment
National College of Education
NOVA University
Oryx Press
Partnership for Service-Learning
Peterson's Guides
Professional and Organizational Development Network
Riverside Publishing Company
Stanley H. Kaplan Educational Centers
Systems and Computer Technology Corp.
Taylor & Francis Group
TIAA-CREF
United Nations Publications
United Resources
University of Missouri-Kansas City
U.S. Department of Education
Washington Center for Improving the Quality of Undergraduate Education

Registration Instructions

- Complete the Registration Form (photocopies are acceptable). **Mail or fax** your completed form **with payment or signed purchase order** (a purchase requisition/voucher is *not* sufficient) to:

  NCHE Registration
  AAHE
  One Dupont Circle, Suite 360
  Washington, DC 20036-1110
  fax 202/293-0073
- **Faxed registrations will not be processed unless accompanied by credit card information or a signed purchase order.** If you fax in your Registration Form, *do not* send a duplicate form by mail.
- **Make check payable to** "AAHE NCHE."
- You will be mailed confirmation of your registration. Registrations postmarked or faxed after *February 24, 1995*, will not be confirmed; they will be processed on site in Washington and are subject to a **$20 late fee.**
- Registration fees may be **transferred** to another person (with written consent from the original registrant). Fees may be **refunded** (less a processing charge of $50 for registration fees and $5 for workshop fees), provided the refund request is made *in writing* and postmarked/faxed *before February 24, 1995.* Refunds will be mailed *after* the conference.
- AAHE is an individual member association; your institution cannot be a member. You must be an AAHE member, or join on the Registration Form, to get the **discounted member rate.**
- The "**Full-Time Faculty**" registration rates are only for faculty teaching full course loads; these rates are not available to faculty on administrative assignment. "**Student**" rates are for students engaged primarily in studies, not employment.
- If your Registration Form is received after *February 24, 1995*, your name will *not* appear in the **Preregistrants List** distributed at the conference.
- The information marked on the Registration Form with an asterisk (*) will appear on your **conference badge**; please type or print legibly.
- If you need **more information**, call 202/293-6440 x26.

Team/Group Discount

- Discounts are available to teams or other groups of **five** or more registrants who register together. For details and rates, the team or group coordinator should contact Judy Corcillo, at AAHE at 202/293-6440 x22.

Hotel Reservations and Discounts

The site of the 1995 National Conference on Higher Education is the Washington Hilton & Towers. AAHE has negotiated special room rates for conference participants at the Hilton. The deadline for reservations at these special rates is *March 4, 1995.* Rooms are assigned on a first-come, first-served basis, so make your reservations early.

Instructions:

- To get the **special rates** shown, you must **mail or fax** your completed Hotel Reservations Form to: Washington Hilton & Towers, Attn: Reservations Dept., 1919 Connecticut Avenue NW, Washington, DC 20009; **fax 202/797-5755.** (Do *not* send your form to AAHE.)
- List definite **arrival and departure times.** The hotel will hold your room only until **6:00 PM,** unless your reservation is confirmed by credit card.
- If you are **sharing** accommodations with others, submit only one form for your group. List the name(s) of your roommate(s) on the appropriate line of the form.
- The meeting rooms of the Washington Hilton are accessible by wheelchair. Note any **special housing needs** on the appropriate line.
- **Do not send payment** with your form. Once you are assigned a room, the hotel will send you a **confirmation** and notify you if a **deposit** is required.
- **Do NOT send the Hotel Reservations Form to AAHE.**

HOTEL RESERVATIONS

American Association for Higher Education
National Conference on Higher Education
March 19-22, 1995

Mail form to: Washington Hilton & Towers
Attn: Reservations Dept
1919 Connecticut Avenue, NW
Washington, DC 20009

Or fax form to: 202/797-5755

Arrival Date ____ Time ____ Departure Date ____ Time ____

Name (please print or type) ____ Daytime phone ____

Address ____

City ____ State ____ Zip ____

Name(s) of roommate(s) ____

Please identify any special access/participation needs ____

Room Type: ☐ single *(1 person)* ☐ double/twin beds *(2 persons)* ☐ suite

☐ nonsmoking ☐ smoking

Location: ☐ Hotel ☐ Towers *(concierge service)*

Daily Room Rates *(check one)*	Hotel		Towers	
Single:	☐ $114	☐ $133	☐ $152	☐ $165
Double:	☐ $139	☐ $158	☐ $177	☐ $185
Suites:	☐ $225 and up			
Additional Person:	☐ $ 20		☐ $ 20	

Use credit card to confirm reservations beyond 6:00 PM arrival.

Credit card name ____ Credit card number ____ Exp. Date ____

***Deadline for reservations at the special rates** is **March 4, 1995.** If the rate you request is not available, the next higher available rate will be confirmed. Rooms will be held until 6:00 PM on the stated date of arrival unless a later time is confirmed by credit card. Rates are subject to 13% sales tax and $1.50 per night occupancy tax.*

THE ENGAGED CAMPUS

Organizing to Serve Society's Needs

[illegible] 1995
[illegible] DC

1995 [illegible]
Conference on
Higher Education

*Schedule at a Glance**

Sunday, March 19

8:00 AM-5:00 PM	Preconference Workshops
7:45 PM	Keynote Address by Robert Coles, followed by Keynote Reception

Monday, March 20

7:30-8:15 AM	Newcomers Breakfast
7:30 AM-4:00 PM	Exhibit Hall Open
8:30 AM-4:45 PM	Concurrent Sessions
11:15 AM-12:15 PM	Second Plenary by Ernest Boyer
12:30-2:00 PM	Poster Session and Lunch Meetings
5:00-6:00 PM	Tomás Rivera Lecture by Ronald Takaki
6:00 PM	Receptions

Tuesday, March 21

8:00-9:30 AM	Diversity Breakfast
8:30 AM-3:00 PM	Exhibit Hall Open
8:30 AM-4:45 PM	Plenary and Concurrent Sessions
12:30-2:00 PM	Poster Session and Lunch Meetings
5:00-6:00 PM	Special Plenary Demonstration by Bell Atlantic

Wednesday, March 22

7:30-8:45 AM	Student Humanitarian Awards Breakfast
9:00-10:00 AM	Concurrent Sessions
10:15-11:30 AM	Closing Plenary by Emily Levine, and AAHE Town Meeting
12:30-3:30 PM	Postconference Workshops

*Program subject to change

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AAHE Bulletin

February/1995 Volume 47/Number 6

Recapturing Community

BY ROBERT SECOR

Renovation Lessons

Northeastern's B-School Gets a New Home

BY JAY HALFOND

Eurotalk

BY MADELEINE GREEN

AAHE NEWS

BULLETIN BOARD by Ted Marchese

'95 BOARD ELECTION SLATE

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

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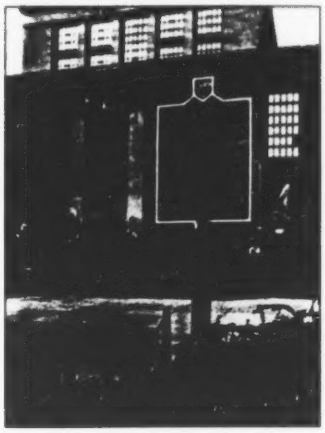

This month's lead feature is the story of efforts by the Department of English at Penn State to reclaim the supportive sense of faculty community it once had during the tenure of its founding chair, Fred Lewis Pattee — a scholar of American literary history. (Penn State acknowledges Professor Pattee's impact on the campus and his discipline with, among other things, a Pattee Library, complete with a commemorative plaque.)

During Pattee's tenure (1894-1928), the Department's student body and faculty were much smaller than today's, and the tone of academic life was different, too. Under Professor Pattee — a "very involved" chair, reports author Robert Secor — the faculty spent much of its time working together toward common goals, around a common curriculum, and within a disciplinary framework they all shared. The resulting atmosphere was decidedly collegial . . . an appealing ideal, especially in today's pressured climate.

The idea that benefits flow to departments and other academic units when they act as "self-directed *collectives* working cooperatively toward goals derived from a well-articulated mission" is explored in a recent AAHE monograph. In *The Collaborative Department* (1994), author Jon F. Wergin reports findings from his study of five universities that are "inching toward cultures of collective responsibility." Beginning on page 4, we excerpt from that monograph, and invite you to order a copy for yourself. **—BP**

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

RECAPTURING DEPARTMENTAL COMMUNITY

A tale of faculty morale, external pressures, and departmental collaboration.

by Robert Secor

Last fall, my department hosted a small conference to honor the 100th anniversary of Fred Lewis Pattee's arrival at Penn State. Professor Pattee was at Penn State from 1894 to 1928, during which time he became the country's first professor of American literature and established one of the first centers in American literary studies.

Pattee was also the first head of our Department of English. And by tradition, each head passes on to his or her successor two volumes of minutes from departmental meetings during Pattee's headship.

The minutes show that Pattee was a very involved departmental head. He urges the department to make the students do the talking in the classroom; he tells department members that the way to keep Penn State's holdings in literature up-to-date and growing is to keep after the librarian with lists of books; and he urges the teaching of current literature: "We are studying men who are obsolete, men who are not bringing us any message," Pattee said in a meeting of November 23, 1910. "Why not our own literary messengers?" (At the same meeting, one of the faculty laments the state of literary criticism, saying, "it is pretty barren and with no practical result but literary insincerity.")

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At the meeting of May 24, 1911, a report of the English Section of the Central Division of the Modern Language Association of the Middle West was presented. The secretary summarized the report in a question-and-answer format:

> *How many hours a day can themes be read?* 2 hours [are] sufficient. More than that and college teachers find their health affected. *How does the pay of the English teacher compare with that of other teachers?* Hardest worked and poorest paid are English teachers. *Is the work unduly burdensome?* Yes, very. *Are the results satisfactory?* No. Quite the contrary. *Why?* Poor preparation of students. Overworked teachers. Large classes. *How does the labor of composition teaching compare with other teaching?* Much greater.

I don't think you have to be an English professor to relate to this scene (although perhaps it helps): a group of professors agreeing that they are overworked and underpaid, that classes are too large, and that their health is being affected by all they are expected to do. In other words, 'twas ever thus.

But there is more to be said about that particular scene from 1910. The department is talking together, asking questions together; they are not meeting simply to complain about their lot. They discuss the state of literary criticism, what their students should be reading, and what books should be ordered for the library. Minutes for a November meeting in 1913 report that "Mr. Howell gave a review of the October issue of the *English Journal* outlining, in chief, two articles as of interest," which were then "somewhat fully criticized and commented upon by the department." These entries reveal a department that reads, teaches, and discusses together, one that uses its meeting times for very different purposes than I, as one of Pattee's heirs, use ours. What a sense of community that envisions.

These entries reveal a department that reads, teaches, and discusses together, one that uses its meeting times for very different purposes than I, as one of Pattee's heirs, use ours. What a sense of community that envisions.

Schuster's Question

The loss of that communal sense is probably, as much as anything else, responsible for the dissatisfaction that professors today feel. But it was easier for Professor Pattee. In his time, Penn State's enrollments grew from 331 to 7,000, still a far cry from the 39,000 now enrolled at University Park. He had seven faculty in his department. We now have sixty-three tenure-line faculty at University Park (another eighty on our other campuses), and just as many lecturers, full and part-time.

Moreover, Professor Pattee could assume that his entire faculty had a common understanding of their discipline and would be expected to read the same books. Today, there are whole areas of our discipline that do not even understand one another's vocabulary, to say nothing of their sense of the discipline as a whole. He could also assume that his faculty were united in the common venture of figuring out how better to educate their students. Faculty were not off competing against one another for grants to do specialized projects that separated them; rather, they worked together in a common enterprise.

There are many reasons why this vision of community in Pattee's department is beyond our understanding today. By comparing our English department at the beginning of the century and now, I have, after all, presented a microcosm of what has happened to all research institutions over the course of the current century.

The incredible increases in our size; the specialization of our disciplines and their further division into subdisciplines; the politicization of academic issues and our separate ideological commitments; the competition among us for decreasing resources; the intense professional demands that make us edgy and distrustful of one another; the growing disrespect between the young and the old; and the dilution of our regular faculty by the cost-saving measures of increasing adjunct and part-time staff — all of these factors result in a faculty that lacks the moral support of common communal interest and effort.

"Whatever happened to *the* faculty?" Jack Schuster asks (1991-92). "Interviews with older faculty members about the quality of academic life," he writes, "frequently touch upon — sometimes dwell

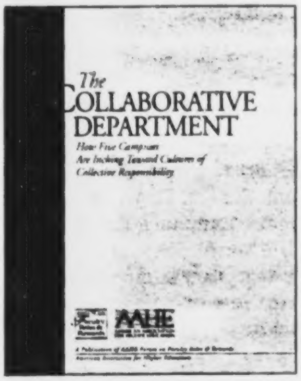
The Collaborative Department

Prof. Secor describes a department trying to recapture for itself a sense of community and collective mission that it seems once to have had. Many campuses share that aim, and are making progress toward accomplishing it, as is recounted in the AAHE monograph *The Collaborative Department: How Five Campuses Are Inching Toward Cultures of Collective Responsibility* (1994). In it, author Jon F. Wergin tells the tales of five such units — at Kent State, Rochester Institute of Technology, Syracuse, UC Berkeley, and University of Wisconsin-Madison.

A synthesis chapter that accompanies the five case studies identifies the issues that proved most vexing, and suggests some next steps. The appendix reproduces pertinent campus documents. *(AAHE members $10/nonmembers $12, plus $4 UPS)* —*Eds.*

From *The Collaborative Department* —

While the time may be right for a fundamental shift in how we define, organize, and evaluate the work we do, is a focus on the collective responsibilities of academic units the answer, or part of the answer? Will the ideas grouped under the term "collective responsibility" become part of how universities in this country change to meet new needs, or will they instead prove to be as evanescent as higher education's version of quality circles and management-by-objectives?



A stronger emphasis on collective accountability seems inevitable. As the public demands more corporate responsibility from institutions of higher education, as well as a greater degree of public citizenship in their teaching, research, and service missions, pressure will mount on academic departments to develop a greater collective ethos, including a stronger sense of how individual faculty members might contribute their talents and interests to the goals of the group.

upon — a plaintive theme: the loss of a sense of community and shared purpose within the academy."

I don't know how much of the demoralized spirit of our current faculty can be traced to the intense pressures of their professional lives and how much to disillusionment. New faculty soon find that the romantic vision of a coherent intellectual academic community is a fiction in today's university, whether or not it ever existed as we like to think, say, in the time of Pattee.

New Pressures and Faculty Morale

How then are we as faculty to respond to the new pressures that seem to be placed on us from outside every day, and which threaten to demoralize us further? Professor Pattee did not live in a day when the faculty was under attack from every side. Today, the media reports that the public is not getting what it thought it was from its investment in higher education. Half of our states have at some level called for closer supervision of higher education, and the others are sure to follow. "Accountability" is the buzzword of the day. External pressures are passed from the media to the public to the state legislators to boards of regents and trustees, and on to the university's high administrators. Those administrators must be responsive if their institutions are going to compete for the funds and public support they need to operate.

It is bad enough that our faculty often feel unsupported by an internal, understanding community; they now also find themselves faced with a hostile external community. They feel threatened and resentful when asked to confront words and concepts, like "assessment," "post-tenure review," "productivity," that they perceive are thrust at them from outside their walls with the sole purpose of monitoring their work and making their lives even more stressful.

I first confronted the concept of assessment, as the term is meant in circles of higher education today, about five years ago, when as one of the leaders of our Faculty Senate I was sent as part of a nine-member Penn State team (two faculty and seven administrators) to an AAHE Assessment Conference in San Francisco.

> The issue, therefore, it seems to me, is not whether the academy will become more "collectively responsible"; it is whether the academy will be able to do this in ways that will allow it not only to survive but to thrive.
>
> That question in mind, here are five points to consider as these ideas begin to take shape:
>
> - "Collective responsibility" and related buzzwords such as "continuous quality improvement" and "organizational learning" are by themselves empty concepts. They gain meaning only within the context of substantive issues such as institutional vision, the expression of academic values, and the meaning of faculty work. . . .
> - "Collective responsibility" has only instrumental value. What academic leaders need to ask are questions such as the following: "How does the way we structure, evaluate, and reward our work allow us to respond to emerging epistemologies and new social realities? Do the criteria we use to evaluate our work only reinforce narrow thinking and obsolete ideas? . . .
> - Academic units need to maintain strong and meaningful "communities of interest," even as these communities shift. Nothing will doom a departmental faculty's commitment to collective responsibility faster than the lack of a common purpose. Faculty members must find intellectual sustenance from their group, a sense that together they are working on intellectually and educationally significant problems. Otherwise, the "collective" will cease to exist once immediate external crises pass. . . .
> - Academic leaders need to build in ways to keep people energized and to identify new opportunities to contribute. One of the catalytic effects of more-corporate thinking in some of the departments profiled [in the monograph] was that a shift to new internal priorities (and more flexible faculty roles) led to a revitalization of some senior faculty members. . . .
> - Finally, all of this must be accomplished without trading one Balkanized system of roles and rewards for another. We need new analytic frameworks that make sense for different institutional cultures, based upon amalgams of assessment, program review, and cost analysis.
>
> We need more sophisticated ways of negotiating competing institutional values so that academic units share more responsibility for institutional problems without becoming bound up in appraisal systems that are inappropriate for their disciplines.
>
> — *JFW*

Now mention the word *assessment* to most faculty, and you are likely to see some nervous tics beginning to appear. As far as most faculty are concerned, when the administration says "assessment" to them, it can mean one of two things, both of which are bad. Either it is going to take back some money, or it is going to ask faculty to prove that they are worth the little money given them in the first place.

The conference itself appeared to have a mix of administrators and regular faculty, in proportions not too dissimilar to those of the Penn State team. I attended an all-afternoon preconvention workshop in which the participants included representatives from a number of different schools, large and small, almost all of which had already instituted some assessment procedures. The session leaders organized us into groups, and

New faculty soon find that the romantic vision of a coherent intellectual academic community is a fiction in today's university, whether or not it ever existed as we like to think, say, in the time of Pattee.

asked each one to address a number of questions, including, "What seems to be the greatest obstacle to assessment?" Each concluded that the major obstacle was faculty resistance.

I was there representing Penn State's Faculty Senate, and I was beginning to feel those uncomfortable ties. Who are we really assessing? Assessment, I assumed, meant some standardized testing of my students — whereby not only their achievement but my own assessment of their achievement (as reflected in the grades I gave them), to say nothing of my ability to teach them, would be evaluated and graded.

And why are we doing this? Not because the Faculty Senate thought it was a good idea, but because critics of the academy were sure that we did not know what we were doing and because legislators were threatening to cut off our funds unless we could show that we had some effect on our students. So our very professionalism was being called into question. We were being asked to dig our own graves, by devising procedures to assess ourselves so that they could be used against us by people who had little understanding of the achievement or the purposes of the classroom.

This was all just the latest example of external pressures being imposed on us from outside and above — one more example of our loss of control over our own enterprise. And then there was all the talk about setting up our expectations of what we wanted our students to learn before we could assess whether they had learned it. My God, how could we do that, when we in English could not agree on what we should even be attempting to teach our students?

And then a light bulb went on.

I had picked this all up from the wrong end. We were about to revise our curriculum in the department, but how could we even begin. Not only could we not agree on what we wanted to give our students, but we had no idea what they were getting. The most significant curriculum discussion we had in recent years was whether to reduce our four-course required historical survey to three courses. But nobody had suggested either that we discuss what we expected our students to get from these surveys, or that we find out what they were learning in them and how well they were being served by them.

I admit that I stopped thinking about assessment from the Senate's perspective, and began thinking about it from the English department's, since in the following year I would become head.

We began our curricular reform the next year by sending out a questionnaire to all of our majors and to all of our graduates, in order to assess what they had learned and what they thought they should have learned. Afterwards, we set up seven different teams, each with faculty, graduate students, and undergraduates, to come up with new courses for a new, more flexible structure that we had devised in response to our findings. (I think I was talking TQM without even knowing it.) We now have established regular questionnaires and exit interviews for our graduating seniors so that we can see whether we are doing what we set out to do in devising a completely overhauled curriculum.

On this issue, at least, we did achieve a community, particularly in our small curricular committees, each very similar in size to Professor Pattee's department. Moreover, the concept of assessment became *our* issue, not anybody else's. We need to know for our own purposes what we are doing and how well we are doing it. Pressure from the media, or legislature, or administration at this point has nothing to do with it.

Establishing Community

It would be foolish to think that more collaborative governance will result in a state of high faculty morale; there is some truth to the statement that faculty morale is always at an all-time low. Yet there are reasons enough for the faculty of today to feel more demoralized than their predecessors, and we need to recognize the problem and address it.

I think that we at Penn State have made some progress in making our large department feel smaller: in our efforts at curricular reform, by working together on common projects, and then in smaller interest groups for intellectual and moral support. We also are being aided by a dean who is giving us the resources to turn part-time lines into tenured positions, which I think essential to the establishment of a more fully engaged professional community.

That sense of community in common interests is more than ever necessary for a faculty faced with the internal pressures and external expectations that threaten to make it increasingly atomized and insecure. As faculty, we need to work together if we are to take control again of our professional lives. In so doing, we must make sure that the issues that come our way, usually uninvited, become our issues, and the solutions, our solutions. ■

Reference

Schuster, Jack H. *Whatever Happened to* The *Faculty?* Teaching Excellence, vol 3, no. 5 (1991-92): 1-3.

Note

This essay was adapted from the author's keynote address given to the senate leaders of the Committee on Institutional Cooperation (CIC) at their annual meeting held at Penn State in fall 1994.

In Fall 1993, Northeastern University's B-school got a new home.

COMMITMENT, CONTROL, AND CAMPUS CULTURE

Lessons Learned in Renovating an Academic Space

by Jay A. Halfond

Few experiences in academic administration provide the tangible, lasting gratification of designing a new facility. Few opportunities test the utility of a vision or philosophy of learning. I know this to be true, having overseen the complete renovation of a former library into a modern business school.

The history of academia might suggest that we move together in similar ways, and thus have similar facility needs. But, from my experience with Dodge Hall I have reached an opposite conclusion. Construction and renovation provide an opportunity for institutional self-expression, to differentiate institutions from one another and project and preserve our unique identities. What works for one school, or even for one college within it, might be inappropriate for others. A building needs to function within a particular culture.

For this to occur, those of us within the unit must play a forceful role as advocates — not only for what the college or school represents now but for what it wants to become.

Lessons Learned

I had begun the four-year project that led to Dodge Hall with the misconception that once we had defined our concept for the building, the design and construction tasks largely could be turned over to experts, who would creatively transform our wishes into architectural reality. In fact, I overestimated the proactive role of such experts, and underestimated the role we amateurs needed to play (as well as the investment of our time required).

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So, what did we learn from our particular project that might help others in similar efforts?

Your institutional mission should drive the facilities planning.

There needs to be congruence between what your college proclaims as its philosophy, priorities, and goals and the environment created to realize that mission.

However, base your project idealistically on what you want to become, not narrowly on your current needs.

Too often, I have seen renovations, and even new construction, focus pragmatically on the immediate expansion or replacement needs of the unit, without submitting to the arduous exercise of trying to envision its future.

Have a clear, simple set of principles and objectives that encompass the entire project.

I can reduce our entire program to three succinct goals that permeated all of the literally hundreds of decisions we made:

Pedagogical focus. We chose to focus on instruction, not office space, with the emphasis on discussion-based learning (more specifically, the case method). Thus, the entire plan of the building was based on ideally configured "caserooms."

From this we determined which features were nonnegotiable: a square-shaped room with ample space per student, significant blackboard and instructor space, moveable and comfortable chairs for students, etc. In all of our decisions and necessary trade-offs, we never drifted from our essential priority, even in the face of questions raised by some about "inefficient" use of space (the caserooms, if forced, could have held twice as many students) and about the cost of cushioned chairs for students (we argued that freshmen and executives should be treated equally well).

Our pedagogical focus made self-evident what could and could not be compromised. All of the business college's 700 classes now are offered in these caserooms, a feature I believe to be unique to Northeastern.

Social space. A second priority was to create a significant amount of social, interactive space to be used informally by students and faculty — a large and inviting lobby and cafe, wide corridors, lounges, study rooms, computer laboratories. Our pedagogical emphasis on the case method suggested to us that we needed not only ideal caserooms but a fluid environment outside them where students could continue their learning beyond the prescribed class schedule.

Upscale image. Our third objective was an upscale, "corporate" image. Here, we focused on the main lobby and on function space on the top floor. By convincing senior administrators that first-class conference space would be valuable to the university at large, we were free to turn Dodge into a showcase facility for events and meetings.

Think holistically. In addition to meeting particular needs, determine the overall "feel" you want to create.

Try to envision the social environment you would ideally want, which might differ from the environment that currently exists.

Architects and planners will not necessarily provide the larger, creative vision of an educational workplace that you'll need.

Architectural expertise is much less significant than a clear and well-articulated vision, which only educators can provide. And technical knowledge is less significant than political acumen.

There is no such thing as "generic" academic workspace.

Learn from other institutions, but realize that the virtues of their designs might not mesh with your institution's values and practices, just as your design solutions might not suit theirs. Even within Northeastern, several faculty colleagues outside the business college have politely told us how features of our caserooms wouldn't work for their style of instruction.

Internally, create the impression of inclusion; externally, consistency and consensus.

Our democratic efforts were focused on the early phase of defining our overall program. Subsequently, the faculty were kept informed with regular updates (we even mocked up the caserooms to simulate that teaching environment); and at key points we solicited the input of those faculty who had particular expertise or interest, for example, those sensitive to instructional technology, or who had complained in the past about blackboard space, or who had an interest in the college's public image.

Given how often and how quickly decisions needed to be made, the planners wanted to deal with one campus representative who would speak for the project. While a committee might seem to be the most obvious and democratic form of advocacy and empowerment for a college, too often such committees are co-opted, rendered passive and reactive.

Instead, create a process in which internal constituents who care (and who have something specific to contribute) give their input to one advocate, who acts as guardian of the unit's overall objectives.

Know the construction and furnishings budget, and how it is being deployed.

In a project such as this, access to financial information is power. We continually insisted to architects and university officials that we could render no opinion, nor approve any compromise, unless we had the data to fully understand the trade-offs possible.

Demonstrate the "return on investment" for extra spending now.

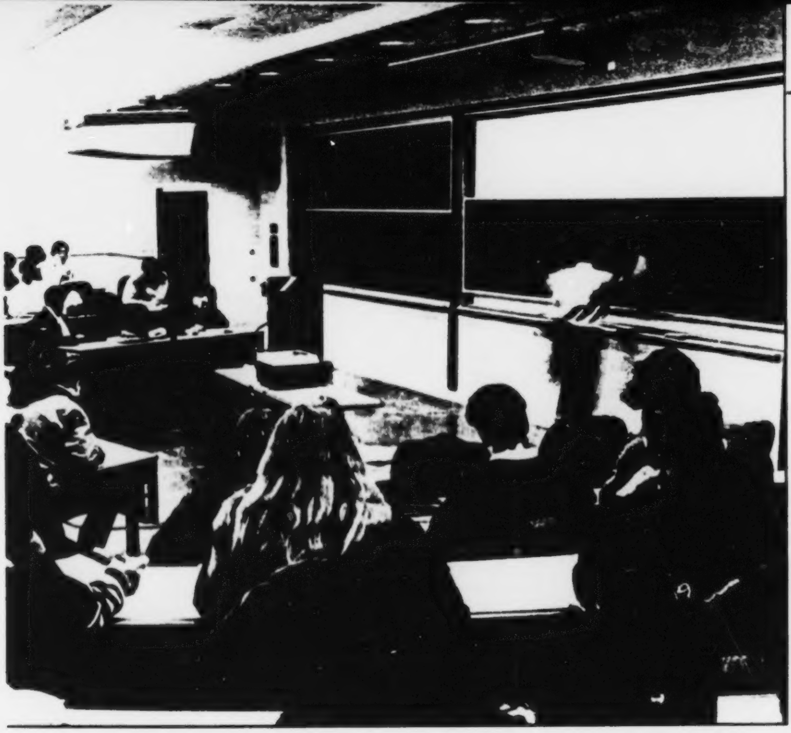
Inevitably, compromises and/or cost overruns will occur in the course of your project. Be prepared. In our case, I was asked to project (and commit to) how several costly enhancements then would pay for themselves through better recruitment and retention of students later. Because I was willing to do so, the enhancements were approved.

Stay close to the project; watch for those pivotal moments when key decisions need to be made.

An advocate cannot wait to be summoned for input. Instead, be vigilant, to ensure that the institution's interests are being represented.

Determine the best way to incorporate technology.

Several arguments are often



— Photo courtesy of Northeastern University

made for investing in technology. The worst of these is: to keep up with the competition. That often results in excessive, expensive, and underused equipment. Spending on technology should be well-grounded in the philosophy and pedagogy of the faculty. Ask yourself: What will be used? How can the equipment best be integrated so faculty are self-reliant, administrative overhead is minimized, and new methodologies are readily available for faculty to test without fear?

I have seen overequipped, expensive buildings in which hardware languishes untouched and students sit in plastic seats in poorly designed rooms. Instead, purchase prudently: Create a physical infrastructure that prepares you for the continually touted technology revolution, but particularly envision what your faculty will need in the next few years to be more effective teachers.

Anticipate how best to promote your building to the outside world as well as internal constituencies.

The opening of a new building is a time to celebrate and educate. We formed a "transition committee" a year before Dodge Hall reopened, to plan moves, celebrations, communications, and so on. Your objectives should be to teach faculty how to use the facility, to minimize physical and operational problems, to address any potential campus jealousies, and to brag about the new structure to the outside world. A key goal in our transition efforts was to sell Dodge as a university-wide asset; accordingly, the business college invited Northeastern's other colleges to use Dodge Hall for their classes and events.

Anticipate your responsibility for maintenance, scheduling, security, and oversight of the building.

"The gods," said Oscar Wilde, "punish us by giving us what we ask for." When you create a new type of environment, you need to anticipate how it will be used — and potentially abused — and what burdens its design might create for particular administrative offices. Which features will be labor intensive? Do the resources exist to provide the support necessary? Are the loci of responsibility identified?

Even now, the business college still haggles with the university about issues of "centralization v. decentralization" — who should schedule events? maintain the audiovisual equipment? the computer network? I have myself wavered between whether we are "owners" or merely "tenants." Given the burden of responsibilities, I would prefer to rely on the university as our benevolent landlord.

Ensure that the building is finished to your expectations.

Once a building is opened and celebrated, its planning and construction people will move to other projects and be less mindful of what minor glitches may persist in yours. We held up our final payment to the contractor until all of Dodge's problems were addressed (even those that the university, not the contractor, would ultimately have to handle). Fortunately, we also had scheduled Dodge's official dedication long after its de facto opening. Maintain a database of problems, and inundate your head of building operations until the list dwindles down to nothing (which it never will).

A Deep Satisfaction

Our satisfaction in the completion of Dodge Hall came in two phases. One occurred as we watched students and faculty gasp as they first experienced this building that far exceeded all of our expectations.

But the other, more-lasting satisfaction is seeing space influence culture (in ways we never fully anticipated or appreciated). Indeed, Dodge Hall has in a short time transformed a student culture. At an institution not known for inspiring its students to linger after class, in a college that had had no center or common meeting area, students now claim Dodge Hall as their own, occupying it continuously and responsibly.

No longer is the building the pride and possession only of those who conceived and executed it. It is their gift to the students, who have quickly turned a structure into a community. ■

EUROTALK
An American Listens

by Madeleine F. Green

Madeleine F. Green is vice president for international initiatives and director of the Center for Leadership Development, American Council on Education, One Dupont Circle, Suite 800, Washington, DC 20036.

You would expect to hear the words *change, innovation, accountability, quality, leadership,* in any U.S. discussion of higher education. Instead I was hearing them at the Tenth General Congress of the Conference of European Rectors (CRE), a private membership association of more than 500 European universities.

Although these words and ideas, spoken in the opening address by Heinrich Seidel, of the University of Hanover (Germany) and president of CRE, struck familiar notes, there was no mistaking this event for a meeting of the American Council on Education or any other U.S. higher education association. Instead of a hotel ballroom, the some 350 European university rectors and I were seated in a magnificent hall of the Hungarian Parliament, a grand and historic, yes, quintessentially European setting for the opening ceremony. Built in the late nineteenth century, this majestic building sits on the banks of the Danube, its gilded halls and sweeping staircases a reminder of Hungary's pre-Communist days and its heritage of the Austro-Hungarian empire.

The discussions that were being launched were not about the past, however, but about the demands of the present and the daunting challenges of the future. University rectors from more than 30 countries in Western, Central, and Eastern Europe had gathered to discuss their common interests, their search for local solutions to global problems, and especially the development of a stronger European mission and identity for their institutions. The terms of the discussion were different, but the messages were strikingly similar to our own conversations here at home.

Europe Looks Ahead

CRE, though a multinational association, bears many similarities to the American Council on Education in its mission, and we have collaborated on a number of meetings and projects. As a representative of a non-European organization, I was officially an "observer" at this meeting, though I did double duty as a presenter.

Two days of meetings left no doubt in the mind of this American observer that we and our European colleagues are grappling with the same issues: How can we be more responsive to the societies that support our institutions while preserving our autonomy? How can we enhance our quality and demonstrate our effectiveness to an increasingly demanding and often hostile society? How does a mass education system improve its effectiveness in the face of increasing demands and diminishing resources?

But many of these questions are newer to European higher education than they are to American colleges and universities. What we have accepted as underlying assumptions in our discussions are fresh realities to the Europeans: providing mass education, serving students of different abilities and interests, responding to the insistent demands for accountability and relevance — in a word, responding to society on *its* terms rather than on those of the universities.

In Europe, the pressure for change is intensifying. In Western Europe, the pressures mount to expand access with few, if any new resources. Enrollments are on the rise. In the twelve nations of the European Union, about 40 percent of the college-age population is enrolled in higher education, up from 5 percent in the 1960s (*Chronicle*, September 7, 1994, p. A59).

In Central Europe, where participation rates are still relatively low compared with Western Europe, expansion has been very rapid since the end of the Communist era. However, government support for higher education has been slashed, having fallen victim to weakened economies and competing priorities.

At the same time, countries of the former Eastern bloc are struggling to reconstruct their systems of higher education, trying to reunite small specialized institutions that were taken out of the universities under the Soviet system. Their universities suffer from inefficiencies resulting from overlapping but separate programs, as well as countless other problems stemming from overstaffing, rigid labor rules, and poor management systems.

European educators, like their American counterparts, believe that their current difficulties are unparalleled historically. But Europe is not a monolith. As might be expected, leaders from different European countries are in different states of readiness to meet the challenges. Some leaders would simply preserve the great tradition of the European university; others are already living in the twenty-first century.

Seeking unity while preserving diversity as a theme echoes in the higher education dialogues on both sides of the Atlantic. It is part of American conventional wisdom that while our problems across sectors and states may be very similar, our solutions must be rooted in each institution's culture and tradition. What works at a large public research university doesn't necessarily work in a private liberal arts college. Europe, too, struggles with the meaning of its shared European identity in the face of vastly different languages, cultures, and traditions.

In the higher education context, strategies devised in the United Kingdom may not be useful in the Czech Republic. Problems that bear the same superficial labels, such as "insufficient financial resources," are of such different orders of magnitude in Poland and the Netherlands, for example, as to make real dialogue on that topic extraordinarily difficult. Northern and southern European institutions have such profound differences in their structures and traditions that CRE and the Center for Strategic Management (ESMU) have set up collaborative networks between these institutions to promote cooperation on issues of management and institutional development. Finding common ground is often difficult in cross-sector dialogues in the U.S.; the challenge in Europe is formidable.

Yet, developing the "European dimension" is a priority for the CRE and for the university leaders in attendance at the meeting. Programs such as ERASMUS, TEMPUS, LINGUA, and COMMETT (now part of SOCRATES) designed to promote curricular collaboration and faculty and student mobility are essential supports to the efforts to break down national borders in higher education and in economic and cultural life. "Europeanization" is not simply an abstraction; it has a pragmatic dimension in aiming to promote European credentialing in the professions, mobility and credit transfer for students, and enhanced collaboration on research. Infusing the curriculum with a "European dimension" is an area of intense interest, affecting disciplines such as environmental studies, law, and architecture as well as the humanities and social sciences.

Wrestling With the Issues

The goal of the two-day gathering was to engage member university heads in formulating recommendations for the development of a European policy in four areas: academic mobility, research policy, human resource development, and quality enhancement and control.

Participants were assigned, according to their preferences, to one of the four groups, which met for a total of four and a half hours. A background paper was prepared by an expert in the field for each discussion group. In my group, on human resources, we heard a brief summary of an excellent paper by Dr. Patricia Parthington, head of the staff development unit of the Committee of Vice-Chancellors and Principals of the United Kingdom (CVCP).

Staff development has received a lot more attention in the U.K. than in continental Europe, to the point that the CVCP has set up a separate unit to provide staff development programs for faculty and administrators at all levels. It also conducts research and does policy studies on staffing and staff development issues. Her presentation was followed by an Austrian industrialist's, who discussed the challenges of human resource policies and practices in the corporate environment, complete with snappy color overheads.

The discussion quickly revealed the wide range of experiences and cultural assumptions. As one might predict, comparisons to business did not sit well with some university leaders. The very thought of adopting business practices or the industrial mentality was anathema to some. "We are not businesses," said one rector; "our 'clients' are also our 'products.'" "We have little control over many crucial aspects of our 'enterprise,'" added a French president. He pointed out that the highly rational approach to management issues underlying the presentations implied a predictable and orderly world that simply did not fit the circumstances of French universities, which have been required by the government to greatly increase their enrollments with only slight increases in staff. "What does it mean to 'manage human resources,'" he queried, "when we have no control over which students we take, or how many, or even whom we hire, since administrative staff of French universities are civil servants designated by the ministry?"

A Polish rector spoke from an entirely different perspective, warning the group that there are important lessons to be learned from Poland's recent history about the dangers of too much planning from the center, too great an emphasis on "managing" personnel rather than unleashing their talents.

As is often the case in such discussions, the group felt the need to take the dialogue back to more basic issues of underlying assumptions and values. Not surprisingly, the discussion was difficult, and unarticulated assumptions and conceptions of higher education pushed it in multiple directions. The more disparate the group, the more time it needs to establish common ground, to establish the parameters of the discussion. Such meetings never allow sufficient time, and the problem is inevitably compounded by presentations that consume more time than allotted. (Americans do lead the way in brevity.) But the discussion was productive, and participation was lively. The zigging and zagging discussion engaged important questions that went to the heart of the mission and operations matter.

True to academic form, the group rebelled at the assignment of formulating recommendations. It had barely reached consensus on what the issues were, let alone what the answers might be.

Thus, the chair devised an artful compromise: The group would make a statement to the plenary session outlining the background, the issues involved, the general principles on which it could agree, and recommend that the CRE give further attention to this important topic. Thus, the session was brought to closure, and the group leaders were able to extract a coherent summary.

Observing *Homo Academicus*

As a non-European and a veteran of more U.S. higher education gatherings than I care to think about, I was as interested in the sociology of the meeting as in its contents.

As any reader of David Lodge novels knows, academic meetings have certain universal characteristics, among them that the conversations in the halls are generally more important than those in the formal sessions. Although technology may make it possible, virtual conventions will never replace our craving for face-to-face conversation.

What we have accepted as underlying assumptions in our discussions are fresh realities to the Europeans: providing mass education, serving students of different abilities and interests, responding to the insistent demands for accountability and relevance — in a word, responding to society on *its* terms rather than on those of the universities.

Certain norms of U.S. and European meetings differ conspicuously. The ceremonial aspects of European meetings contrast sharply with the basic informality of American culture. The CRE meeting opened with a formal ceremony in the august surroundings of the Hungarian Parliament, with greetings from the president of the Republic, the minister of culture, and various other Hungarian government and university dignitaries. The hospitality, arranged by the host committee and the Technical University of Budapest, the host institution, was elegant. They pulled out all the stops; clearly to put on such an event is an honor, especially for a new democracy and a country whose universities have only recently taken their rightful place in the constellation of European universities.

By U.S. standards, it was a dazzling show of hospitality: a reception at the Parliament, a dinner hosted by the Lord Mayor of Budapest on an island in the midst of the Danube, a dinner at Budapest's best-known restaurant. Doing it in style was clearly a priority; after all, the guests were not just anyone, but *university rectors*, guardians of Europe's intellectual heritage and august traditions. As one who is used to a hotel diet of rubber chicken and plastic vegetables at the higher education meetings of our great nation, I had no complaints.

A surprise to this veteran of meetings of university presidents in the U.S. was the engagement of the rectors in the meeting. American university presidents have notoriously short attention spans; they routinely arrive late and leave early; they wander from session to session; they call their offices compulsively. (Perhaps if the European rectors had football teams, they'd be tied to the phones, too.) Budapest's charm invited meeting attendees to abandon their work; its touristic pleasures beckoned seductively. Yet, relatively few CRE participants succumbed to these temptations. They even stayed for what seemed to my American eye to be an ungodly number of business sessions: voting in new board members, approving new elements of the constitution, generally conducting association business.

Another notable difference between this European meeting and one in the U.S. (or a meeting of university heads anywhere in the world outside of the U.S.) becomes apparent with a quick visual sweep of the room. Although the "typical" U.S. president, according to ACE figures, is white, male, and 53 years old, 12 percent of our presidents and a higher proportion of our senior administrators are women. But the female rectors in office in any given year in Europe can usually be counted on the fingers of one hand.

Seeking unity while preserving diversity as a theme echoes in the higher education dialogues on both sides of the Atlantic. Finding common ground is often difficult in cross-sector dialogues in the U.S.; the challenge in Europe is formidable.

Issues of equity and diversity — with respect to leaders, faculty members, or students — are simply not conspicuous on the European agenda. Yet the proportion of ethnic and racial minorities is growing quickly in Western Europe, not to mention the problem of refugee students. Racism and ethnic violence are as real in Europe as in the U.S.; but, perhaps because the campuses are not key battlegrounds as they are in the U.S., issues of racial and ethnic violence are not central to Europe's academic agenda. It is safe to guess that higher education leaders in Europe, like their counterparts in the U.S., will assign a higher priority to these issues when the pot is boiling.

The Lessons of Experience

The job of university president, rector, or vice chancellor is not an easy one in any country. Although many American faculty members have lively international networks, U.S. presidents and senior administrators have little opportunity to reflect on their institutional issues in such a comparative context.

Some are well-traveled . . . to their satellite campuses or study abroad programs or partner institutions in other countries. But such travels rarely provide opportunities to really get to know other systems; it is all too easy to remain relatively untouched by other cultures and ideas in spite of such "international" experiences. Presidents and senior administrators, like students and faculty, must seek opportunities that go beyond the insulated visit abroad to a transplanted U.S. education facility, or the ceremonial visit of cordial conversation and best feet forward.

Other U.S. presidents have practical reservations about investing in their own international education; they doubt the return. What might they learn that they can apply? . . . that it is cheering to know that they don't have to be re-elected by their faculty senate every three or four years, as do most of their European counterparts? . . . that the U.S. doesn't hold a candle to Russia in knowing what it's like to manage with insufficient resources in a climate of great unpredictability.

These may be intriguing (and sometimes consoling) comparisons, but they miss the central issue for U.S. presidents: how to lead the charge to internationalize their institutions.

How are presidents to provide credible leadership to internationalize if they have no real sense of what it means to engage in purposeful academic dialogue with their counterparts beyond their national borders? Gaining that sense is not an easy undertaking: presidential agendas are full, attention spans are necessarily short, public and campus opinion deems that traveling abroad can't be serious business. But if U.S. colleges and universities are to be real members of the world community of higher education, their leaders need to have personal experiences that make them part of the larger global enterprise.

Certainly, "Europeanization" has an immediacy and reality that makes it a higher priority for Europeans than "internationalization" has for U.S. higher education leaders. Our closest analog to the European Union, NAFTA, is newer and less clear in its implications for our colleges and universities. French students may live or work in Italy or Poland; are U.S. students as likely to have real contact with Mexico? Also, the generous funding available from the European Union to promote international cooperation (including beyond Europe) is simply not forthcoming from the U.S. treasury. Our challenges in the U.S. are how to make internationalization real and compelling, and how to fund these efforts. The European context provides Europeans with answers to such questions; the American answers are more elusive.

But these differences do not mean that U.S. leaders are off the hook. Rather, they will have to be more creative and persistent. Personal involvement in international education should be part of every leader's agenda for lifelong learning.

Not every engagement is satisfying or productive. Surely, not every discussion at the CRE meeting was illuminating for all. In spite of the vast differences among European nations and systems of higher education, many European leaders have committed to bridging the gaps. In the U.S., we often have trouble talking across sector lines, much less across national borders. But it is worth reminding ourselves in concrete ways that in spite of real cultural and historical differences that distinguish our national systems of higher education, colleges and universities all over the world are engaged in the same fundamental enterprise. Our leaders, as well as our teachers and researchers, need to take part personally in the international dialogue. ■

AAHE NEWS

Phone extensions in parentheses.

Board of Directors

Election Slate Set for Spring

This spring, all AAHE members will elect by mail ballot three new members of AAHE's Board of Directors — a Vice Chair and two others.

In January, a nominating committee selected the slate of candidates listed below. The committee was chaired by the Board's past chair, **Carol Cartwright,** president, Kent State University, and included AAHE members **James Renick,** chancellor, University of Michigan at Dearborn, and **Ann Duffield,** director of communications, Institute for Research in Higher Education.

AAHE bylaws state that additional candidates may be nominated by petition. Two hundred (200) member signatures are needed to nominate a candidate for the position of Vice Chair; 100 signatures are needed for any other Board position. Petitions must be submitted at Conference Headquarters (in the Washington Hilton and Towers) before the end of the first full day of the 1995 National Conference (by midnight, March 20, 1995). This year's slate of candidates for the Board of Directors is:

Vice Chair

(Four-year term on the Executive Committee; Chair in 1997-98.)

- **Donald Langenberg,** chancellor, University of Maryland System
- **Joan Leitzel,** senior vice chancellor of academic affairs, University of Nebraska at Lincoln
- **Stephen Portch,** chancellor, University System of Georgia

Board Position #2

(Four-year term)

- **George Sanchez,** associate professor of history and director, Program of American Culture, University of Michigan
- **Joan Girgus,** director, Pew Science Program, and professor of psychology, Princeton University
- **Bill Harvey,** professor of policy studies in higher education, North Carolina State University

Board Position #3

(Four-year term)

- **Althea Jenkins,** executive director, Association of College & Research Libraries
- **Antoine Garibaldi,** vice president for academic affairs, Xavier University of Louisiana
- **Melvin Terrell,** vice president for student affairs and professor of counselor education, Northeastern Illinois University

The Teaching Initiative

Reflective Teaching Conference

The AAHE Teaching Initiative is pleased to announce a working conference entitled "Improving Teaching and Learning Through Reflective Practice," to be held *July 30-August 2,* on the campus of the University of British Columbia, in Vancouver. The conference is cosponsored by the Pace University Center for Case Studies in Education.

This year's conference will build on successful conferences the past two summers that focused especially on *the use of cases* — a set of tools that many faculty are exploring to promote reflection and discussion, be it with colleagues or in the classroom.

The focus on cases will continue this year, but participants also will explore a variety of additional *strategies for reflection* — including stories and narratives, classroom assessment, portfolios, and learning communities. Workshops will point to ways that such strategies can be made effective in your own setting. Additionally, this year's conference will engage participants in exploring *the concept of reflective practice,* the connection between teacher reflection and student learning, and the implications for campus culture and community.

Attendance in campus teams is strongly encouraged, since a primary goal of the conference is to foster reflective conversation and community around teaching. In addition, the conference aims to build real community among participants, and to foster an ongoing network among those who have an interest in reflective practice. With this in mind, enrollment will be capped at 150.

For registration materials and further information, contact Erin Anderson (x42), Project Assistant, AAHE Teaching Initiative, AAHETI@capcon.net.

NEWS CONT. ON P. 16

Important Dates

1995 National Conference on Higher Education. Washington, DC. *March 19-22.*

- **Registration Deadline.** *February 24.* Late registrations will not be confirmed and are subject to a $20 late fee.
- **Refund Deadline.** *February 24.*
- **Hotel Reservations Deadline.** Special rates expire *March 4.*

NERCHE/AAHE Second Regional Conference on Faculty Roles and Rewards. Durham, NH. *May 5-6.*

Tenth AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14.*

National Education Computing Conference. See October 1994 "AAHE News" for details. Baltimore, MD. *June 17-19.*

Zimbabwe Study Tour. *August 4-17.* To request a brochure, contact Judy Corcillo (x22).

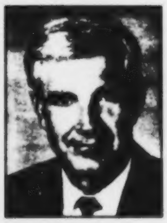
- **Reservation Deposit Deadline.** $100 nonrefundable. *February 28.*

Bulletin Board

by Ted Marchese

Welcome back, and happy new year . . . here we go with news of AAHE members (names in **bold**) doing interesting things. . . . Reach me via e-mail at tmarches@capcon.net.

PEOPLE: The new year saw Knox dean **John Strassburger** move to Pennsylvania to take up the presidency of Ursinus. . . . San Jose State taps Towson provost **Robert Caret** for its presidency. . . .The League for Innovation's elected president for '95 is **Lawrence Tyree,** president of Santa Fe CC (it's in Florida) . . . he takes the gavel from Maricopa's **Paul Elsner.** . . . Speaking of Maricopa, heads all over still shake in amazement that, on a November 8th on which voters in greater Phoenix shot down anything smelling of taxes, 62.5% said "yes" to a $386 million bond issue for their community college district . . . that's public confidence for you (and thousands of hours of work by students, faculty, and staff).


Tyree

Stevenson

Stephenson

PASSING ON: I felt a real sense of loss during the holidays around the unexpected deaths of two friends similar in name, humanity, and high ideals. On November 24th, mathematician **John O. Stevenson, Jr.** of LaGuardia CC, 47 years old, was found dead at home. John was a creative force behind a dozen good causes, many on AAHE's behalf. Then, in a sad follow-up to an item from December's column, on December 6th **John Stephenson,** former president of Berea, passed away at 56. . . . On December 10th I learned, too, of the death of **Melvene Hardee,** Florida State professor emerita and mentor to dozens of AAHE members in student affairs work.

QUALITY: The Conference Board of Canada worked with Canadian university leaders to put together a "Quality Network for Universities" in that country — not unlike AAHE's Academic Quality Consortium. Last summer, Conference Board researcher **Judith Gibson** and Network members took a study tour of those AQC institutions . . . now the CBC has published a 19-page set of findings (Report 133-94) that U.S. institutions should find intriguing (call Deborough Fleck, 613/526-3280, $30). . . . Our AQC itself met last November in Boston for an MIT-led workshop on learning organizations . . . it convenes next on February 26-28 in Philadelphia to learn about benchmarking from experts at Penn State and DuPont. . . . Speaking of benchmarking — a powerful concept, an oft-misused word — 68 U.S. business schools have signed on for a project to benchmark their key processes and program outcomes . . . this reinforces my sense that the B-schools are the cutting edge right now when it comes to rethinking curricula and instruction . . . one more piece of evidence: a new book from Case Western Reserve's **Scott Cowen, Richard Boyatzis,** and David Kolb, *Innovation in Professional Education: Steps on a Journey From Teaching to Learning* (Jossey-Bass).

Hardee

Gibson

Lynton

SERVICE: At both of AAHE's January conferences — the Colloquium on National and Community Service (cosponsored by Campus Compact) here in Washington and at our Conference on Faculty Roles & Rewards in Phoenix — I heard lots of fresh sentiment for reexamining faculty roles in the provision of professional *service* (often with the complaint that the "roles and rewards" effort is too focused on enhancing teaching only). Whatever the case, the good news is that **Zelda Gamson** and her colleagues at the New England Resource Center for Higher Education (617/287-7740) have garnered funding for a substantial, five-year project to clarify and raise the status of professional service in faculty work, and (more generally) to position service as a way to link institutions more closely with social and economic problems in their surrounding communities. . . . This spring, AAHE will publish *Making the Case for Professional Service,* a conceptual monograph prepared by NERCHE affiliate **Ernest Lynton.**

LAST NOTES: At each of AAHE's conferences in recent months — on school/college collaboration (700 on hand), service (400), and faculty roles and rewards (850) — what struck me was the energy and new thinking so in evidence among members today. . . . It gives one hope . . . more next issue. ■

AAHE Assessment Forum
AAHE's Quality Initiatives

A Conference Preview

An exciting agenda — in content, process, and presenters — is taking shape for **AAHE's 10th Annual Conference on Assessment & Quality,** to be held *June 11-14,* in *Boston, MA.* The conference theme is "Improving Learning: Forging Better Connections Between Assessment, Quality, and Accreditation," and the initial lineup of speakers illustrates those powerful, potential connections.

Atwell

Brown

Ackoff

On June 11, **Robert Atwell,** president of ACE, will open the conference with reflections on accountability, quality, and the future of regional accreditation. **Russell Ackoff** — president of Interact and author of many books, including *Ackoff's Fables* and *Redesigning the Future* — will explore the challenges of change and the need for systems thinking in higher education reform.

Among other featured presenters forging connections will be **Trudy Banta** (on lessons learned from a decade of assessment); **Judith Sorum Brown** (on quality and the learning community); **K. Patricia Cross** (on Classroom Research); **Steve Ehrmann** (on assessing instructional technology); **Peter Ewell** (on indicators of good practice); **Pat Hutchings** (on reflective teaching and assessment); **Ruth Mitchell** (on K-16 standards and assessment); and **Chuck Nielson** (on the human side of CQI efforts).

Topics for other concurrent sessions, "talk shows," workshops, and "Wednesday Morning Specials" include moving from *doing* assessment to *using* assessment; leadership for organizational learning; new prototypes for campus self-study and peer review; systems thinking and systemic change; innovative, integrative teaching, learning, and assessment practices; the Baldrige self-assessment process; improving higher education rating systems; assessment and CQI in academic disciplines/departments; teambuilding; benchmarking; and evolving standards and criteria for academic quality.

AAHE's 1995 Assessment & Quality Conference will help attendees forge more effective connections by organizing on-site "reflection/discussion groups," providing opportunities to consult with assessment and CQI experts, sponsoring book discussions with authors, and offering a wide variety of workshops and interactive sessions designed to build and hone skills. AAHE's Campus Quality Coordinators' Network also will meet in conjunction with the conference.

If you are not already on the Forum mailing list, or would like more information, contact Liz Lloyd (x21), Project Assistant, Assessment Forum and CQI Project; elloyd@capcon.net.

Publications

Baldrige Fax Unavailable

The AAHE Fax/Access service is no longer offering the *draft* version of the Malcolm Baldrige National Quality Award, Education Pilot Criteria 1995 because the final version has now been issued.

If you are interested in receiving a free copy of that final version, contact: Malcolm Baldrige National Quality Award, 1995 Education Pilot Program, National Institute of Standards and Technology, Route 270 and Quince Orchard Road, Administration Building, Room A537, Gaithersburg, MD 20899-0001; 301/975-2036, fax 301/948-3716.

Forum on Faculty Roles & Rewards

New England Conference

The New England Resource Center for Higher Education (NERCHE) of the University of Massachusetts at Boston, in collaboration with AAHE's Forum on Faculty Roles & Rewards, is bringing together faculty and administrators in New England for the **Second Regional Conference on Faculty Roles and Rewards.** The conference, which aims at "Moving the Agenda Forward," will take place *May 5-6* at the New England Center, in Durham, NH.

The conference will give participants an opportunity to look deeply at faculty work — at teaching, research, and professional service — and how that work can be redefined, documented, and evaluated. The conference will pay equal attention to institutional life and what needs to be done to bring about change on campuses. Sessions will be active, concrete, and challenging.

For more information, contact Sharon Singleton, executive assistant, NERCHE, 617/287-7740. ■

Moving? Clip out the label below and send it, marked with your new address, to "Change of Address," AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

A A H E

March/1995 Volume 47/Number 7

The Pursuit of Diversity

Bobbi Gutman on how Motorola plans to stay America's top company

AN INTERVIEW BY TED MARCHESE

Taking Service Seriously

BY THOMAS EHRLICH

Collaboration & Citizenship

Learning Communities, Collaborative Learning, and the Pedagogy of Educational Citizenship

BY VINCENT TINTO

- AAHE NEWS
- ASSESSMENT & QUALITY CONFERENCE UPDATE
- BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION
FOR HIGHER EDUCATION

In this issue:

Faithful *AAHE Bulletin* readers may recall Richard Elmore writing in April 1989 that "How We Teach Is What We Teach" . . . an old and valuable learning that gets a fresh spin this month from author Vincent Tinto, in his article beginning on page 11. While faculty lecture about citizenship, he writes, they "do little to promote teaching and learning environments that themselves could develop in students the norms and dispositions of citizenship. . . . Yet we know that our actions speak louder than our words."

Having started out to study the impact of one such environment — the learning community — on academic performance and persistence, Tinto turned up some unanticipated results. And in those results he sees some intriguing implications for "the development of citizenship in its broadest sense."

Citizenship in its broadest sense is the topic, too, of another feature this month — Tom Ehrlich's "Taking Service Seriously," an adaptation of his keynote address at the January 1995 Colloquium on National and Community Service, cosponsored by AAHE and Campus Compact. We think that the two articles make a nice package.

Also in this issue is a completely updated listing of AAHE's resources. Several new titles make their debut, as do new modes of dissemination. In the former category, I direct your attention to the Teaching Initiative's *From Idea to Prototype: The Peer Review of Teaching* project workbook; two monographs, *The Collaborative Department*, by Jon Wergin, and *Making the Case for Professional Service*, by Ernest Lynton, from the AAHE Forum on Faculty Roles & Rewards; and *Reimagining Professional Development*, a collection of outstanding speeches, including Cornel West's, from the National Conference on School/College Collaboration. In the dissemination category, AAHE has joined the electronic age with our Fax/Access service and listservs on Internet. We hope you'll find the new resources helpful. **—BP**

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

THE PURSUIT OF
DIVERSITY
AT MOTOROLA

How America's top firm assures its future by attracting and developing diverse professional talent.

Ted Marchese interviews Bobbi Gutman

Polls declare that The Motorola Corporation, of Schaumburg, Illinois, is America's most admired company. It was a first winner of the Malcolm Baldrige National Quality Award; became the darling of Wall Street as its sales doubled and net tripled; and was held up by *BusinessWeek* last month as a paragon of how the big can also be nimble. Fewer people know that Motorola also has won Catalyst awards as one of America's "best companies to work for" and the Secretary of Labor's Opportunity 2000 Award for its commitment to diversity.

This array of awards at first glance seems to raise juxtapositions: quality with diversity, competitiveness with heart. What was the story here? Were there lessons for higher education?

To learn how Motorola thought about and enacted diversity, AAHE vice president Ted Marchese talked recently with Roberta Gutman, Motorola's vice president and director of human resources diversity. Gutman's academic preparation was at Temple and Cornell; prior to Motorola, she worked at Digital Equipment Corp., SmithKline Beecham, and Scott Paper. *—Eds.*

MARCHESE: Bobbi, we know the saga of Motorola . . . old-line American engineering company gets clobbered by Japanese competitors . . . by 1980 it's in deep trouble . . . the founder's son, Bob Galvin, implements total quality management. Big gains follow in product quality and productivity, then in market share and profitability. In 1988, Motorola wins the first Baldrige prize.

GUTMAN: It's a great story, yes. By 1989, though, we were looking outward at changes in the U.S. and in our world markets, and we were very concerned . . . concerned about diversity.

MARCHESE: In what sense?

GUTMAN: What we found then — looking at the demographic data on birth rates, school populations, and so on — was that our future workforce would be very different from the one we'd grown on; people of color and women would be a much more important factor. But the people like that whom Motorola already employed were leaving the company. Meanwhile, the Bureau of Labor Statistics was projecting a severe shortage of technical personnel in the next fifteen years.

MARCHESE: When you say "*we* were concerned" you mean . . .

GUTMAN: Senior managers, but especially George Fisher, our chairman at the time, who has since left to head Kodak. He was a master at looking at pieces of data and figuring out their impact on Motorola. He kept talking with

In quality terms, we want to be the very best company — in the world — in the businesses we're in. That means finding and keeping the best minds we can get, whatever their gender or skin color.

me about these changes and what they'd really mean.

MARCHESE: What sense of problem drove this?

GUTMAN: The company had made gains through the 1980s even as it had followed the prevailing social norms — you know, engineering and management are the preserve of white males, that's who you recruit and promote. So we didn't have too many women or too many blacks or Latinos, Asians, Native Americans. But as the population changed and we got more women and people of color coming to our door, I said that we'd get questions from them that we hadn't gotten up to then: "Where at Motorola are the people who look like me?" . . . and they weren't going to mean on the manufacturing lines or in service areas. They were going to be looking at management.

MARCHESE: So what did Motorola conclude?

GUTMAN: That we had a quality issue here that hadn't been addressed. That is: How can we ensure that the brightest and best will want to work for Motorola in the future?

MARCHESE: I'm a little fuzzy on how you came to see this as a *quality* issue.

GUTMAN: In quality terms, we want to be the very best company — in the world — in the businesses we're in. That means finding and keeping the best minds we can get, whatever their gender or skin color. We're not interested in getting more blacks, more women, more Hispanics, per se. What we're interested in is taking away any barrier between us and the best minds in the country. And it just doesn't make sense to us that the best minds in the country all look the same.

MARCHESE: Is this a widely shared sense in the business world?

GUTMAN: I wish it were. Many people still feel diversity is a matter of altruism. We don't. We see it as business, and as a quality issue. So we address it with the same business measurements, quality requirements, and accountabilities we use throughout the company. Motorola understands that diversity relates directly to the bottom line.

MARCHESE: Give me a sense of where you were, numerically, when you started out.

GUTMAN: In September 1989, the company had 350 vice presidents in its officer corps. Among them, two were women and six were of color.

MARCHESE: Now?

GUTMAN: We have twenty-six women in vice presidencies, and thirty-five people of color.

MARCHESE: Quite a difference. Of course, Bobbi, there're lots of ways to make numbers look good.

GUTMAN: So you don't think these numbers are "fluff," let me mention the jobs of some of these people: our chief robotics officer, a main cog in our cellular phone business, the person responsible for opening paging networks throughout the world for us . . . you getting the idea, Ted?

MARCHESE: I got it. Now tell me how you did it. As TQM practitioners, you benchmarked? Got into training?

GUTMAN: Neither, in fact. We didn't benchmark because we didn't see many companies doing more than training. We knew we had to figure this out for ourselves.

Xerox was an exception; under the aegis of past CEO David Kearns, diversity started there years ago. Kearns saw what we saw, twenty years earlier. He put the focus on black males. Now, of their three executive vice presidents, one is black, and there are others just behind. It didn't happen by magic, it's the payoff from the kind of longer-term commitment we're trying to make.

MARCHESE: Diversity training?

GUTMAN: When we looked at other companies, we saw that everybody was training masses of people. Now Motorola is big on training . . . we spent $130 million last year, everybody in the company is in class five or more days a year. But when we asked those other companies about what their employees learned and what changed in the workplace as a result, sending a lot of folks through training didn't seem to make good business sense. It wouldn't help much unless other efforts associated with diversity were also being made.

MARCHESE: You wanted to be more strategic.

GUTMAN: Exactly. I wish I could tell you Motorola has the most sensitive, enlightened management in the country. We don't. But we do have some of the best strategic thinkers in the world. And when we focus on a goal, we usually get there. That's why we've been able to move beyond the social norms I spoke of and do what had to be done to keep our company strong.

MARCHESE: So you came up with a strategic plan.

GUTMAN: Yes. Let me say first, though, that what we did flowed out of the management style and corporate culture of our particular company. I'm not prescribing our approach for any other company or any university. Maybe there will be parallels your readers can learn from.

MARCHESE: Understood. Now tell me about getting to a plan.

A STRATEGIC PLAN

GUTMAN: For us, "diversity" means the differences that make each individual unique. When we looked at the diversity in our organization, we found we had Protestants and Catholics, smokers and nonsmokers, fat people, thin people, people who are disabled, and so on, all working together and contributing. There're lots of diversity factors that Americans know and are good at. But in the areas of race and gender that's not the case.

MARCHESE: Knowing a bit about planning at Motorola, my hunch is you started with a goal.

GUTMAN: You bet. We skipped the flowery mission statements and got right to what we intended to do: By the year 2000, Motorola will be at parity in its management ranks for women, African Americans, Hispanics, Asians, and Native Americans.

MARCHESE: Unbundle this for me.

GUTMAN: Okay, we started with explicitly named categories of people — women, African Americans, etc. When we looked at our officer corps, they were the people who were missing in reasonable numbers . . . they were the new talents, the developed grey matter, we had to have at our tables.

MARCHESE: Only upper management — your 350 vice presidents — seems covered by the goal.

GUTMAN: Right. Many companies focus their diversity efforts at middle and lower levels. But people at those levels don't usually change the company. Management does. So our strategy became to diversify the management corps, because those are the people who hire, fire, promote, and transfer everybody else. If you get that group set properly, they'll drive the change down through the company. When we're at parity, we'll have in place the critical mass for real organizational change.

MARCHESE: The key phrase seems to be "at parity." What's that mean?

GUTMAN: At Motorola, remember, we have a quality-management culture. For anything that's important to us, we need a goal and we need a measure . . . "no metric, no movement." So our Officer Parity Goal is our answer to a numeric measure of what we're doing.

MARCHESE: This sounds like an EEOC approach.

GUTMAN: I didn't know very much about EEOC. Compliance requirements were viewed as a cost of doing business with the federal government, but diversity as the cost of survival. My schtick is organizational change. What Motorola wanted was to assure the future of the business.

MARCHESE: Alright. The content of the goal was . . . ?

GUTMAN: Historically, in companies, when people want to continue business as usual, when they don't want to bring in difference, the response you'll hear is, "They're just not out there." So we looked at the census data. We didn't start with facts like 12 percent of the population is black therefore 12 percent of our people should be black . . . because that 12 percent of the population that's black may not have the training Motorola needs. Instead, we wanted to know, by gender and color, what percentage of each group had the relevant backgrounds. The census can tell you that, roughly, so we used its data to set targets for ourselves.

MARCHESE: Example?

GUTMAN: The company's succession-planning system breaks managers into four levels: (1) professionals and managers below middle management, (2) middle management, (3) operating directors, and (4) vice presidents. The census data will tell you, as an example, that of the human resource workers in the U.S. at level 1 — college-educated professionals below middle management — 57 percent are women. So our relevant parity goal says that by the year 2000, at least 57 percent of the Motorola people at that level will be women.

MARCHESE: I can bet the nay sayers had questions about the validity of extrapolating census data to Motorola.

GUTMAN: Oh, yes. So what we did next was ask: What percentage of the present workforce at Motorola at this level in human resources are women? The answer, in the example I just gave, was 66 percent. It was like that in lots of the categories at *lower* levels . . . we had no trouble bringing people in, we just weren't moving them up. There were glass ceilings everywhere. And when you don't give people a chance to move up, they move on. So by the time one got up to the officer category, we had a handful out of 350.

MARCHESE: How did you arrive at a goal for the officer level?

GUTMAN: As you sensed, not through the census, because the data aren't cut that finely at that level. So we asked: What makes sense for Motorola? What would it take, over the eleven years between 1989 and 2000, to transform the officer corps in ways that would make this a truly different, more capable company? Thus our Officer Parity Goal, which says: Beginning in 1989, at least three women and three people of color will be named to the officer corps every year. And that's what we've been able to do, as you saw in the results. In fact, we're ahead of schedule, if you

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will, because the norm here is continuous improvement . . . to exceed goals.

MARCHESE: Talk about strategies now, Bobbi.

GUTMAN: We've had three. The first two relate to the innards of Motorola: management accountability and internal readiness. The third is external: community relations.

MARCHESE: Let's look at each of these.

GUTMAN: On accountability, the CEO explained to the leaders who drive the major parts of Motorola, our sectors and groups, that they were accountable for the change. Now these organizations are huge — $1 billion- to $6 billion-dollar-a-year businesses — and Motorola is extremely decentralized. But Motorola's leadership realized this is something we're all going to do together as though we were a centralized company. It's that important. "Here are the numbers required."

MARCHESE: I'm sure this didn't go down without questions.

GUTMAN: We spent a lot of time trying to understand diversity in terms of the kind of company we wanted to become, and the consequences of changing. More than half our business is overseas, for example; on a given day, Motorola officers will be at tables in Mexico City, Johannesburg, in Beijing, and they better not be carrying stereotypes in their heads. Better they learn about difference here, before they set out. That's a reason for moving aggressively, to diversify quickly, so we'd be better at global business now and more attractive to talent in the future. So again, we spent a bit of time on the "why."

MARCHESE: And coaching them on the "how"?

GUTMAN: Never. Not at Motorola. For one thing, one of our sectors has most of its employees in south Florida, another in Arizona . . . the barriers and solutions are not going to be the same. Also, as we've learned from doing quality, it's important to get the best minds in these separate organizations working on the problem to generate some real creativity. Then you'll also get ownership of the approaches they've come up with themselves.

MARCHESE: The second strategy was "internal readiness." What's that about?

GUTMAN: Succession planning.

MARCHESE: . . . which is unfamiliar to me. Better explain.

GUTMAN: Succession-planning systems are what keep private industry from behaving like banana republics when key people leave. We know what we're going to do when a person leaves. So when George Fisher left unexpectedly in October 1993, we didn't flounder, we went to the plan and knew what to do.

MARCHESE: What's the connection here with diversity?

GUTMAN: The staple of the system is the replacement chart. Senior management takes the top several hundred jobs at Motorola and says: For each senior position, who do we have to replace this person? We used to have two slots on the charts, but now a third. Slot one says: If a key individual leaves now and we have no time to plan, here's the person, by name, who is the replacement. Slot two says: If we have three to five years to train and prepare, here's the individual in line for that job. Slot three, which we added five years ago, asks: Who is the woman or person of color closest to being qualified for this job?

MARCHESE: What was the reaction to that third slot?

GUTMAN: Some of the sector chiefs said, "We don't *have* people like that!" And our chairman told them, "Take the opportunity to find and develop them, because if we don't, we'll lose in the end." I have to say, the second year we did a better job of it, and by the third we were really swinging.

What this whole succession system has done, you see, is put real flesh and bones around our parity goals. Each chief is accountable for the progress his or her sector is making — where's that next person? what are you doing to bring him or her along? when are we going to see that promotion? if somebody derails, why? It gets everybody focused, it makes this real.

MARCHESE: Strategy three was external. Community relations.

GUTMAN: For many years, like a lot of companies, community relations here meant sending arts groups overseas to perform, or buying a table at the Urban League convention and shaking a few hands.

Now that we're looking at diversity as a business goal, though, that's changed. First, we want the relevant communities to know we're here and what we need. Second, we want partnerships that boost our talent pipelines.

> Our strategy became to diversify the management corps, because those are the people who hire, fire, promote, and transfer everybody else. If you get that group set properly, they'll drive the change down through the company.

MARCHESE: I know you're doing a lot of different things in this arena. Give me an example for each of those two strategies.

GUTMAN: We went to various community organizations, such as Catalyst, La Raza, the Urban League, and said, "No more simple donations; but if you have projects that are mutually beneficial for you and for us, we'll participate." Our first deal was with Catalyst. They did a valuable study of women in engineering, and the first of our several partnerships was born. We also do things like cosponsor with Mobil Oil the tele-

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casts of the Black Engineer of the Year and Hispanic Engineer of the Year award shows, as a way of showing role models to children in those communities.

On the pipeline front, Motorola's way is to form partnerships with our suppliers. One educational partnership we have right now in the diversity area is with Hampton University's engineering school . . . we've got people from there here, our people there, students back and forth, we're equipping labs, and so on. We're also working with the Chicago public schools.

NEW ATTITUDES, NEW SKILLS

MARCHESE: Bobbi, let's step back for a moment and look at what's made this work, so far. There's been the plan, but a plan alone is never enough.

GUTMAN: So true. One key factor has been leadership from the top, from Bob Galvin, from George Fisher, from our COO, Gary Tooker. They were, in TQM terms, the idea champions. They used their power to drive the change and give it credibility.

MARCHESE: Supposing they all left, and you left. Would this effort sustain itself?

GUTMAN: We're not at the point yet, Ted, where it's part of the fabric here and would sustain itself without special leadership. But we're working diligently at that. Over time, maybe in five more years, we believe it will become the way we operate.

MARCHESE: It's hard to believe there wouldn't be grumbling . . . you know, about "quotas," or about how "qualified" those new VPs are.

GUTMAN: About quotas or goals, remember, business is run by the numbers. There are sales quotas, market share goals, cycle-time reduction objectives . . . whatever you call them, Ted, *every* important business goal gets its own metric, plus an accountability plan. So this isn't that strange a thing for our people.

Nor is there cause for grousing about the quality of the people promoted. After all, sector heads know this is business; if the requirement is to find and prepare a woman or person of color as well as white males to head one of their business units, with profit and loss at stake, they're not going to fool around. They'll get a right person ready.

MARCHESE: I guess I'm wondering about attitudinal change, Bobbi. There's a lot of residual racism and sexism out there.

GUTMAN: Tell me. I'm 49 years old, Ted. What George Fisher and Gary Tooker know is that we probably aren't going to live long enough to see all those attitudes disappear. Over time, however, change will happen, and the source for it will be people's individual interactions with others. That interaction isn't happening today in our churches and neighborhoods, so it has to happen here, at work.

We have to give people an opportunity to get involved with each other — not as subordinate and manager, but as equals. If managers don't have people of difference next to them at the same level, the needed interactions, the *learning* we need, won't occur. That's why we say: Attitudes matter, but let's focus first on getting the people we need in the right spots.

MARCHESE: Well said. Now I'm thinking consequences. The real work of Motorola goes on in teams at all levels . . . suddenly there are different voices at the table, which is the whole idea. But can teams convert difference into capability?

GUTMAN: We have a very argumentative, open culture at Motorola. It's okay to get in someone's face and say, "I think this is wrong," or whatever. We want to talk all the issues through, because we know that until we can get people to say what's on their minds, we don't start the learning.

MARCHESE: An open culture is a great asset, especially for the attitudes stuff we were discussing. But what about differences in communication styles, such as those based on gender? Earlier you were down on training.

GUTMAN: On *mass* training — unfocused and unconnected to business problems. But of course we do responsive training. For example, a team gets hung up on a problem, the deeper problem is communication, that's a moment for a dose of training, "just in time," as we say in quality terms. For our senior execs, it was helpful at a certain moment to have a world-class gender trainer come in to work with them. All of us have to learn new skills when it comes to diversity.

MARCHESE: Bobbi, it's time to sum up.

GUTMAN: You know, I still hear today that Motorola is crazy — that diversity will cost us our technological prowess . . . that "women can't drive divisions because they cry," and so on. . . . The old social norms live on. But let me show you our revenues: $13 billion in '92, $17 billion in '93, significant increases expected at year-end '94.

Now all that's not because we diversified our officer corps, Ted, but it *is* related to Motorola's ability to look facts in the face and constantly remake ourselves. Those old norms? We're putting them behind us to ensure future success.

MARCHESE: Bobbi, thank you. ■

TAKING SERVICE SERIOUSLY

by Thomas Ehrlich

This article is adapted from the keynote address delivered at AAHE's Colloquium on National and Community Service, held January 12-13, in Washington, DC, and cosponsored by Campus Compact.

Thomas Ehrlich, president emeritus of Indiana University, is currently Distinguished University Scholar at California State University. He is a member of the board of directors of the Corporation for National and Community Service, and the former chair of the executive committee of Campus Compact. For more about the Colloquium, see "AAHE News" in this issue.

Last fall, President Clinton issued an individual challenge to each college and university president in the nation. In that remarkable letter, the President asked our help in inspiring an ethic of service across America.

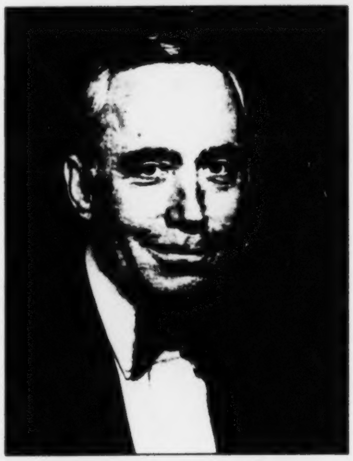
Much superb service already is occurring in higher education. At some private institutions such as Alverno, and public ones such as Portland State, service is at center stage. But those are the exceptions these days.

At the founding of many public and private universities, service was the ultimate goal; teaching and scholarship were the means of achieving that goal. Around various notions of service to others, institutions enjoyed a coherence of vision and sense of shared purpose.

In the course of time, however, the three primary activities of faculty — teaching, research, and service — drifted apart and the ethic of service was drained of its original drive. Today, faculty are reviewed for compensation, promotion, and tenure on the basis of their efforts in all three categories, but service is rarely considered as important as the other two. At Indiana University, for example, I heard recently that a faculty member, when asked about his service, replied in all seriousness that he viewed his letters of complaint to his dean as his service to the university.

Returning Service to Center Stage

Now is the time to rethink the concept of service, to move it back to center stage in higher education, and to reconnect service with teaching and research.



The past years have seen a rising tide of concern about our colleges and universities. Critics say that institutions of higher education view themselves as privileged enclaves, that they focus on research at the expense of teaching, that they seek only to prepare graduates for the job market — and even do poorly at that task.

But if those of us in education do our job, the school years — through college and beyond — should be a time in which students develop a personal sense of responsibility for themselves and others. We want our students to be educated citizens, to be thoughtful individuals who contribute their time and talents in their communities. Voluntarism reflects distinctly American values, values that are fundamental to the strength of our society, and these values must be fundamental in education.

Increasing numbers of young people today, certainly more than at any time since the 1960s, want to engage in volunteer service. They see a need and reach out to help. In recent decades, young people often have been pictured as self-involved and alienated. But the Civil Rights movement, the Peace Corps, Job Corps, Vista, and many other programs have been powerful engines for change, putting values into action and inspiring millions of Americans, young and old, to do their part to make the world a better place.

What are the obstacles to a more central role for service in university missions? Those obstacles are easier to diagnose than to cure, but certainly a key stumbling block is the lack of a strong sense of community on most university campuses. This is particularly true at urban institutions serving mainly commuting students, for the primary allegiance of those students is to their families and jobs, not the institution.

But a lack of community is also common at large research universities, where for many — perhaps most — faculty members, their first allegiance is to their disciplines, not to their campuses. Faculty most often view recognition by peers, at their own and other universities, as principal currency of the academic realm.

What steps can we take to restore the roles of service in universities? The first and most important step is to integrate service into the curriculum.

Service-Learning

Community service in the context of academic courses and seminars — often termed "service-learning" — is valuable for two fundamental and interrelated reasons: (1) Service as a form of *practical experience enhances learning* in all arenas of a university's curriculum; and (2) the experience of community service *reinforces the moral and civic values* inherent in serving others.

Many faculty members, however, will question integrating community service into the undergraduate curriculum and want proof of my first point, that service enhances academic objectives. Does a student really learn more political science, sociology, or English literature if a course in that discipline includes a community-service component? The answer depends on the substance of the course and its academic objectives, but I am convinced that service can enhance academic learning in many courses.

Last year, three political science professors reported on a course they taught, "Contemporary Political Problems," at the University of Michigan. Out of a class of eighty-nine students, they randomly selected one group to be involved in community service, along with readings and written assignments, while the other sections instead did some added traditional assignments.

On three scales, they found that the students in the community-service section succeeded more than their classmates: their grades were higher (by blind grading), they reported higher satisfaction on course evaluations, and their awareness of societal problems was greater. The course was repeated, with students being allowed to choose to work in a political or social-service organization, and the results were equally positive. A key factor in these results, emphasize the faculty members, was time spent integrating community service into the curriculum by regular discussion sessions (see *Educational Evaluation and Policy Analysis*, Winter 1993, pp. 410-419).

Few comparable studies have been done with the same care, and no data exist on the long-term impact of service on learning, though major studies now under way at Vanderbilt hold great promise. The few reports that have been completed not only underscore the need for more analysis but also give strong evidence in favor of expanding service-learning in the undergraduate curriculum.

One can imagine results similar to those in the Michigan study in a sociology course on welfare, for example, and in a wide variety of courses in public policy. In such disciplines, when regular reflection on community service is integrated into written assignments and discussions of readings, the service should enrich the other coursework.

Analogy to Professional Education

In professional disciplines, clinical work has long been considered essential for the educated practitioner. In law and medicine, years ago, academic learning in the classroom, library, and laboratory initially came as a supplement to apprentice programs. Apprenticeship — learning through doing — was the customary route to the bar, until law schools became well established toward the end of the nineteenth century and study in a law school was allowed to substitute for time spent in a law office.

Ironically, the revolution that transformed legal education into an academic discipline eliminated all clinical dimensions for a time. It was not until the 1960s that clinical legal education returned.

In the health professions, and in other fields such as social work and public administration, a similar transition has occurred: from study with a practitioner, to mostly academic studies, to an iterative mix of classroom and clinical work. Today, no one seriously questions the need for medical students to spend time in practicing what they will later perform. The importance of clinical training is apparent.

Service and the Liberal Arts

For most undergraduate disciplines in the arts and sciences, however, no parallel transition occurred; learning is limited to the classroom and the library. Deeper, connected learning, which necessarily entails abilities to apply knowledge and relate it to self, suffers as a result.

For disciplines in all fields of the liberal arts, service can enrich study by connecting academic abstractions, often remote from students' personal experience, with real experiences involving others. Service enables students to learn about themselves and their values as they help those in need. Service — in the words of Claire Gaudiani, president of Connecticut College — "connects thought and feeling in a deliberate way, creating a context in which students can explore how they feel about what they are thinking, and what they think about how they feel."

Linking the humanities to service presents a special challenge because the humanities palette is the widest and most diffuse. The proposition that service enriches learning in all arenas of the university finds its test case in literature. How can one "experience" ***Middlemarch*** as well as read it?

An Example From My Teaching

Answers to that question became clearer to me during a course I taught on "Altruism, Philanthropy, and Public Service" at Indiana University and again last year at Duke University. Those answers affirm my point that the experiences involved in community service help to strengthen moral and civic values.

One explicit aim of the course was to help undergraduate students understand their own value systems and the extent of their personal commitment to help their neighbors. A second was to experience public policy issues in practice as well as in theory.

We moved back and forth between personal and public policy issues. Each student not only participated in class and wrote several papers but also served in a community-service agency for at least three hours each week. Students kept journals describing their service experiences and the ways those experiences enriched their readings for the class.

Class sessions early in the course focused on altruism in literature. Among the assigned readings was "The Snow Image," a short story by Nathaniel Hawthorne. In the story, two children playing in the snow create "an image out of snow" and call it their "snow sister." The image is so lifelike that the children's father is convinced that it is a real child. Over his children's strong objections, he brings it inside the house to warm it at the stove. Soon all that is left of the snow image is a puddle of water.

That story triggered lively class discussions about whether altruistic behavior must actually help the recipient or whether good intentions are sufficient. Those discussions were immeasurably enhanced by the students' experiences in the community-service projects, some of which provided assistance without much regard to whether its recipients had requested it. Comparing their experiences with ideas in the Hawthorne story, the students gained new perspectives on their own attitudes and actions.

Each of the other readings in the course — excerpts from the Old and New Testaments, Thomas Aquinas, and contemporary philosophers and social scientists — was similarly reinforced by the interaction of insights from the texts and from the service experiences. This was no less true when we shifted our focus to philanthropy and then to public service.

I finished the course convinced that community service provides a particularly powerful means to link theory and practice for students in the humanities. By enriching the life experience students bring into the classroom, service helps them read literature or history or philosophy with greater insight. They personally experience issues at the heart of those disciplines. When students closely examine readings against their community-service experiences — through class discussions, journals, and essays — they deepen their analyses of texts and their perceptions of their service. In the process, they gain greater understanding of themselves.

My experience with teaching this course reinforces points raised decades ago by John Dewey, who spent a lifetime elaborating the thesis that theory and practice must work together. Dewey believed that individuals should be trained not for narrow professions alone but for *life*, and that learning in the classroom and in practical arenas should constantly interact — lest we be unable to learn from our experiences or to link those experiences to our intellectual inquiries.

Other Perspectives on Service-Learning

Enhancing learning is not the only rationale for including a community-service component in academic courses, though I think it is the primary one. Two others have been articulated at some length by strong advocates of service-learning. A hero to us all, Robert Coles, of Harvard, urges that community service be included in humanities and social sciences courses to enrich the moral character of students. To educational theorist Benjamin Barber, of Rutgers University, the primary rationale for linking community service to the classroom is civic education.

These two perspectives, one emphasizing moral issues and the other emphasizing civic concerns, are closely related to each other and to a third perspective: that community service as a regular part of an undergraduate course in the humanities or social sciences can link classroom learning to the professional and personal lives of students after graduation. Community service includes elements of both vocation and avocation and ties these together in graduates' careers.

A Mission of Learning

Education should not be value-free. It should serve to deepen our sense of connectedness and responsibility to others. Incorporating volunteer service into undergraduate education, as an integral part of the curriculum, emphasizes for students that serving others is part of being an educated person.

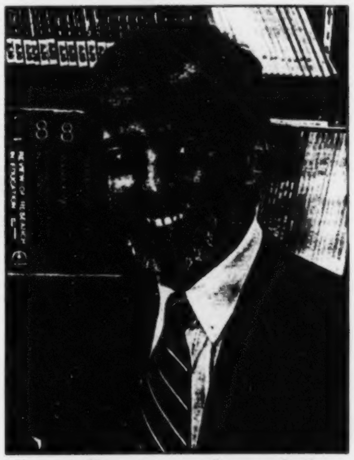
For all these reasons, it is long past time to reunify service with teaching and research. Community service by students and faculty is a particularly powerful means to promote this objective.

Strengthening the role of service-learning fits well within the larger picture of current changes in undergraduate education. An expanded use of internships, an enhanced focus on problems that cut across disciplines, and an increased emphasis on collaborative learning are all examples of shifts in higher education that complement service-learning.

"Tell me, and I forget," said my favorite philosopher/statesman, Benjamin Franklin. "Teach me, and I may remember. Involve me, and I learn."

As educators, learning is our mission. Involvement in community service can be key to achieving that mission. ■

LEARNING COMMUNITIES, COLLABORATIVE LEARNING, AND THE PEDAGOGY OF EDUCATIONAL CITIZENSHIP



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by Vincent Tinto

Issues of citizenship and national service are once more a primary theme of our national discourse. Young people are being urged, as they were some thirty years ago, to think of what they can do for their country rather than what their country can do for them. For our part, we have filled our campuses with messages of service and the need to build inclusive, supportive communities for all students.

Laudatory as these goals may be, serious questions remain about the willingness of young people to engage in service and to work together on our campuses. Of course, there will always be students who value service and understand that responsibilities as well as rights come with citizenship. But most youth grow up learning to place personal gain and career interests first. Few have confronted the many ways their interests and the interests of the larger community are inextricably intertwined.

What can be done to promote citizenship among our students? . . . to shape their willingness to take some degree of responsibility for the welfare of others, . . . to join in an inclusive community life, . . . to become citizens first and workers second?

This, of course, is not a new question. For years, the themes of community, service, and citizenship have been a consistent thread in conversations about collegiate education. But those conversations have been severely limited in scope. They've spoken of the education of citizens as if meeting that goal were primarily a matter of content, of course material.

In this and other ways, we have failed to do all we could. We lecture about citizenship, but we do little to promote teaching and learning environments that themselves could develop in students the norms and dispositions of citizenship. The recent popularity of service-learning aside, we've seldom turned to approaches that would enact a pedagogy of citizenship.

Yet we know that our actions speak louder than our words, and that students learn as much, if not more, from the norms implicit in the structure of action than from the words overlaying that structure. If anything, the contradictions that arise from the clash of norms implicit in content vs. structure yield among our students a sense of the system's hypocrisy. They come to see the system as preaching one thing while doing another.

This does not mean that higher education has been totally devoid of pedagogies that promote citizenship. The history of higher education is dotted with "distinctive" colleges whose pedagogical practices were consciously constructed with the notion of citizenship in mind . . . Alexander Meiklejohn's Experimental College at Wisconsin (1928-30) is the most famous example. But such colleges have almost always been small, served the upper middle class, and had short life spans.

Most important, the sense of citizenship that they sought to imbue in their students never found its way into the collegiate experience generally. Just the opposite is more usually the case. For most students, college is still characterized by independent, often isolating, learning set in a highly competitive context that all but ignores the norms that underlie the concepts of service and citizenship.

Learning Communities

Today, happily, a number of innovations in pedagogy and practice exist with the potential to change our approach to the development of citizenship in our students. Chief among these are the use of *learning communities* and *collaborative teaching strategies*. While these efforts may vary in character, they all emphasize shared or connected learning, positive interdependence, and collaboration between students and faculty in the learning-teaching process. And most require students to become actively involved both in their own learning and in that of their peers.

What led me to this connection — between these pedagogic strategies and learning the disposition of citizenship — was a series of studies of learning communities in higher education I directed recently for Syracuse University and the National Center on Postsecondary Teaching, Learning, and Assessment (NCTLA).

We lecture about citizenship, but we do little to promote teaching and learning environments that themselves could develop in students the norms and dispositions of citizenship.

Two of these studies focused on the academic and social experiences of beginning college students in two different learning community programs: the Learning Community program at LaGuardia Community College, in New York City; and the Coordinated Studies Programs at Seattle Central Community College. Though somewhat different in structure, these programs were similar in their emphasis on the utilization of collaborative teaching strategies within the learning communities — with the Coordinated Studies Programs being the most consciously collaborative in nature.

Our research sought to answer two basic questions about these programs. Do collaborative learning programs make a difference in student learning and persistence? And, if so, how?

We used two forms of inquiry, quantitative and qualitative, to study the experiences of a sample of program and nonprogram first-year students. With survey questionnaires we studied the students' academic and social behaviors, perceptions of academic experiences, perceptions of intellectual gain, and academic performance and persistence during their first year. Comparative statistical analyses of this data yielded evidence of program impact.

Separate qualitative observations and interviews of the program students during the year further helped us to understand the effects of program participation and gave us insight into the possible sources of those effects. These allowed us to discover changes in student views over the course of the program, and to better understand the comparisons the students made between their experiences in the program and their prior experiences in more-traditional learning settings.

First, and by way of context, let me share our findings on the influences of learning communities on student learning and attainment. What really struck me in our data, however — and what led me to this focus on what we came to refer to as "educational citizenship" — were findings we had *not* sought out; namely, that for many participants, the learning community experience seemed to have developed in them an understanding of the nature and importance of mutual interdependence in shared learning endeavors.

Findings

Consistent with our expectations, we found that students in the two learning community programs were more involved in a range of learning activities, learned more, and eventually persisted at a higher rate than did similar students in more traditional learning settings. In being part of a shared learning experience, the students found academic and social support for their learning among their peers and they became actively involved in learning. For many students, especially those in the urban community college settings, that support and the sense of empowerment arising from taking responsibility for their own learning (as well as that of their peers) was seen as critical for their continuation in college:

> *The more I talk with other people, the more I'm actually learning. . . . I get [more] out of the subject because my brain is getting more, because I'm getting more involved with the students. I'm getting more involved with the class.*

We also found that a number of students who participated in collaborative learning programs, especially those in the Coordinated Studies Programs at Seattle Central (see box), expressed a deepened appreciation for the importance of inclusive, supportive community in their lives. And they seemed to have awakened to the important notion that their own educational well-being was dependent on that of other members of the learning community, and it was in their own educational interest to be concerned with the educational needs of others:

> *[In the beginning of class], I just felt there was a lot of conflict, a lot of people were afraid to really actually say what they really felt. A lot of the white students were, because they felt intimidated. But as we started to learn more about them and they learned more about us, [it was better].*
>
> *So you are constantly having to think, rethink, and even re-rethink what's going on in light of all the feedback you're getting from all these different points of view; what it does is shape and mold your own point of view to a much finer degree and gives you a much broader base to look from, I think, than you would [get] from just the traditional teacher/pupil situation.*

Implications for Campus Communities

This view of the educational value of diversity and of one's obligations to one's peers, which is part of what I'm calling educational citizenship, is only a step or two away from the concept of citizenship as generally understood. Indeed the former may be a necessary precursor to the latter. What I am suggesting is that the promotion of learning communities and collaborative learning in higher education may serve to promote not only enhanced learning and persistence but also the development of citizenship in its broadest sense.

Of more immediate concern is the potential impact such pedagogies can have on campus climates and the construction of campus communities that bring people together. Carefully structured learning communities can promote respect for difference — in race, sexual orientation, class — among students and faculty and a deeper appreciation of the ways in which diversity enriches the entire community.

The pedagogies also can reinforce the development of positive intergroup affiliations. By requiring students to work together in mutually positive ways, they help overcome the many stereotypes that unfortunately often shape campus intergroup relations. By embracing collaborative teaching and learning, we promote forms of educational citizenship that prepare students to be effective citizens in an increasingly diverse America.

It is also likely that the promotion of learning communities and collaborative pedagogies on campus will have a substantial positive impact on the willingness of students to volunteer for community and campus service. Take, for instance, the report of directors of freshman learning communities who use peer mentors in their programs — they tell me that past learning community participants are invariably the first to volunteer to become peer mentors in the following years.

Thinking of the current popularity of service-learning, let me add that we should not restrict service to "service" courses or only to students who find that work of interest. We should ask all students to give something of value back to their community and/or campus, whether as peer mentoring, tutoring, or another form of service. We should hold service to be a principle of institutional membership.

Concluding Comments

As a researcher, of course, I can think of a dozen questions we have yet to answer. We don't yet know how complex or fully developed those norms are after only a semester. What else would have to take place in college for those norms to take root? Nor do we know to what degree these norms extend beyond the classrooms of the learning community. Are they peer-group specific, or do they influence behaviors beyond the program?

As to service-learning, one can ask whether an experience of it might reinforce or strengthen the experience of a collaborative learning community? Or, to what degree would the experience of service-learning be enhanced when set in the collaborative learning community environment?

More generally, to what degree need content and structure be linked? Can we achieve the same appreciation of mutual interdependence in math classrooms as in classrooms that focus specifically on issues of citizenship?

Finally, we need to understand more fully how these issues play out in racially and socially diverse collegiate settings. In such settings, how does the experience of learning communities shape one's view of mutual interdependence and benefit?

There are many more questions that one can pose about the impacts of learning communities and collaborative learning, and many particulars that are still unclear. What *is* clear is the need for us to construct a pedagogy, not simply a curriculum, that will build, not undermine, the norms of citizenship we seek to promote. To that end, there is already good reason to recommend the rapid development of learning communities and the collaborative learning strategies that undergird them. ■

Note

This article was adapted from a presentation to the Joint Program, Council on Academic Affairs and Council on Student Affairs at the annual conference of the National Association of State Universities and Land-Grant Colleges, November 7, 1994, Chicago, IL.

One case study

Coordinated Studies Programs Seattle Central Community College

The Coordinated Studies Programs (CSPs) at Seattle Central typically consist of two to four thematically linked courses whose 40-100 students meet together as one large learning community, team-taught by two to four instructors. The themes of the CSPs cut across disciplinary areas; though usually based in the Humanities Division, they may extend to the Math-Science or Professional-Technical Divisions. CSPs typically meet for 11 to 18 hours a week, in blocks of 4 to 6 hours over two to four days. Generally, all instructors are present and active in all class meetings. For most of the week, the entire community meets together, but once or twice a week the large class splits into smaller seminar sessions.

The use of cross-disciplinary topics, team-teaching, continuous class meeting times, and regular small-group activities creates a collaborative learning environment that consciously seeks to engage its students as full participants in the construction of knowledge.

AAHE NEWS

Phone extensions in parentheses.

Tobias

Zemsky

Wolff

Guy-Sheftall

Nielson

Nettles

AAHE Assessment Forum
AAHE's Quality Initiatives

Assessment & Quality Program Enriched

AAHE's 10th Annual Conference on Assessment & Quality — to be held *June 11-14, 1995*, in *Boston, MA* — will offer the most comprehensive and action-oriented program yet. A wealth of talented speakers and workshop leaders, and several new features will illuminate the conference theme of "Improving Learning: Forging Better Connections Between Assessment, Quality, and Accreditation."

Previously announced speakers include **Robert Atwell, Russell Ackoff, Trudy Banta, Judith Sorum-Brown, K. Patricia Cross, Steve Ehrmann, Peter Ewell, Ruth Mitchell,** and **Chuck Nielson.**

The following luminaries have now been added to that stellar list of presenters: **Zelda Gamson** (on collaboration for change), **Alan Guskin** (on strategies for change), **Beverly Guy-Sheftall** (on visions of quality undergraduate education for the next century), **Michael Nettles** (on K-16 standards and assessment), **James Ratcliff** (on putting students at the center of state assessment plans), **Sheila Tobias** (on new realities and priorities in undergraduate science education), **Peter Vaill** (on learning leadership in "permanent whitewater"), **Ralph Wolff** (on embedding assessment in program review), and **Robert Zemsky** (on departments as levers for change).

More than twenty-five practical, interactive **preconference workshops** will be offered on topics such as: assessment in the social sciences, the Baldrige process, benchmarking, community college assessment, departmental assessment, evaluating writing, "the flying starship factory — quest for quality," foundations of TQM, general-education assessment, improving faculty evaluation, learning organizations, mediated learning, peer review of teaching, performance assessment, servant leadership, setting standards, and systems thinking. AAHE's **Campus Quality Coordinators Network** will meet in conjunction with the conference.

Three new features: This year, conference sessions will be scheduled in *thematic "bands,"* making it easier for attendees to follow their interests. Second, the conference will organize voluntary *"reflection groups"* on-site to help attendees who share common interests to forge better connections. Third, the 1995 conference will feature *publishers' exhibits* of books, instruments, software, tests, and other materials on assessment and quality.

Popular features from past conferences, such as "Wednesday Morning Specials," book discussions, commissioned papers, consulting breakfasts, and "talk show" sessions are also on the agenda.

To be added to the Assessment Forum's mailing list, or receive more information, contact Liz Lloyd (x21), Project Assistant, Assessment Forum and CQI Project; elloyd@capcon.net.

AAHE Publications

1995 Pub List

Enclosed with this issue of the *Bulletin* is AAHE's completely revised and updated "Resources 1995," which describes publications, audiocassettes, and periodicals for sale, as well as AAHE's other resources such as Fax/Access and Internet listservs.

AAHE members receive discounts on publication purchases and more. Join today!

("News" continues on p. 16.)

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . do send me items!

PEOPLE: After distinguished presidencies of the American Council on Education, UC-Irvine, and now the University of California itself, **Jack Peltason** notifies regents he'll step down this fall. . . . Public higher education in California confronts a "state of emergency," says a new analysis by Harvard's **Dave Breneman** . . . a combination of funding cutbacks, fee hikes, and shortage of available classes there has shrunk public higher-ed enrollments by 187,000 over the past three years — despite rising numbers of high school graduates . . at least ten other states face the same problem of pinched funding vs. swelling demand . . . copies of the analysis from **Pat Callan**'s California Higher Education Policy Center, 408/287-6601. . . . How serious is the problem of required but unavailable courses? One piece of confidential data I saw for a prominent CSU campus shows that not one of the 2,800 FT freshman entrants was able to graduate in four years . . . Indiana University is now mulling a plan ("GRADPACT") that would guarantee participating students the ability to graduate in eight semesters.

BUSH FOUNDATION: Since 1980, the St. Paul-based Bush Foundation has plowed $29 million into faculty-development programs on virtually every campus in its three-state service region (MN, SD, ND) . . . the remarkable effect — I see it over and again in campus visits there — is a stand-out pattern of rich conversation and innovation in teaching and learning. . . . The impacts of campus grants have been boosted by concurrent Bush support for a collaborative network, which last month brought together 515 faculty for three days of exchange in the Twin Cities . . . at that gathering, the collected faculties presented a well-deserved salute to Bush's president for all these years, **Humphrey Doermann,** for his steadfastness in support. . . . To encourage its collaborative toward an independent existence, the Foundation has staked it to $1 million in start-up funding . . . director **Lesley Cafarelli** tells me they'll take a new name — the Collaboration for the Advancement of Teaching and Learning — recruit institutional membership (23 colleges signed on right away), and open the door to Iowa and Wisconsin institutions. Right ideas!

Doermann

Kickels

Mingle

MORE PEOPLE: SHEEO's **Jim Mingle,** whose recent writing on restructuring has pushed all our thinking, is on leave this year at EDUCOM working on the latter's National Learning Infrastructure Initiative, aimed at boosting system-wide access and learning productivity through technology . . . reach Jim via NLII@educom.edu. . . . One of 1 Dupont's most-admired execs retired in January: AACC's **Connie Odems.** . . . New campus presidents: **Vera Martinez** at Fullerton, **Ruth Simmons** at Smith, **Bernard Franklin** at St. Augustine's, **Evan Dobelle** at Trinity (CT), and **Irving McPhail** at St. Louis CC-Florissant Valley. . . . Best wishes, too, to new provosts **Paul Menzel** (Pacific Lutheran), **Mary Kathryn Kickels** (Moraine Valley), and **Thomas Armstrong** (Texas Wesleyan), and to **Norman Adler,** Yeshiva's new dean.

GOOD READS: That recent Holmes Group report, "Tomorrow's Schools of Education," released by president **Judy Lanier,** is the bluntest document in some time, especially about the Ed schools of *today* . . . call 517/353-3874 for ordering info. . . . On the accountability front, I've been telling friends in public institutions about SUNY's "Performance Indicators Report," released at the end of last year . . . it presents statistical data, often comparative, for some three dozen measures distributed across five goals . . . a real tribute to provost **Joe Burke**'s sense of stewardship . . . (copies from Provost's Office, SUNY, State University Pl., Albany, NY 12246). . . . For good insights into today's market for physical scientists, check out *Science as a Career: Perceptions and Realities*, by Board member **Sheila Tobias** . . . copies from the Research Corp. (for ordering info, 602/571-1111). . . . And, finally, good ideas and good sense in **Lee Teitel**'s ASHE-ERIC report *The Advisory Committee Advantage* (call 1/800/773-ERIC).

IN THE OFFICE: As I write, we're all getting ready for March 19th and the start of AAHE's National Conference on Higher Education . . . hope you're there; let's talk. . . . I'll give you a report next month. ■

National Community Service

Colloquium Follow-Up

Over *January 12-13, 1995*, with support from the Ford Foundation and in partnership with Campus Compact, AAHE hosted the **Colloquium on National and Community Service.** The Washington-based event was organized as a response to President Clinton's September 1994 letter to all college and university presidents urging them to "create an ethic of service on their campuses."

Despite the short notice and campus travel restrictions, more than 400 people attended the Colloquium. Attendees came from forty-five states, and included action officers designated by their presidents from 350 campuses. Upon their return, these action officers met with their presidents and other key members of their campus communities to plan next initiatives as a follow-on to the Colloquium. Tom Ehrlich, president emeritus of Indiana University, and past chair of Campus Compact, delivered the keynote address. A version of that address, "Taking Service Seriously," appears in this *Bulletin*.

Throughout this month's National Conference are several sessions and posters on community service and service-learning. AAHE also invited all Colloquium participants and any other interested conference registrants to attend a special meeting during the conference to discuss next steps. ■

Important Dates

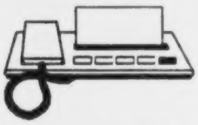
1995 National Conference on Higher Education. Washington, DC. *March 19-22.*

NERCHE/AAHE Second Regional Conference on Faculty Roles and Rewards. Durham, NH. *May 5-6.*

Tenth AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14.*

National Education Computing Conference. See October 1994 "AAHE News" for details. Baltimore, MD. *June 17-19.*

Zimbabwe Study Tour. *August 4-17.* To request a brochure, contact Judy Corcillo (x22).



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AAHE Bulletin

April/1995 Volume 47/Number 8

Improving Learning

Forging Better Connections Between

ASSESSMENT QUALITY & ACCREDITATION

[illegible]

Assessment & Quality

10th AAHE Conference, June 11-14, Boston

Understanding Benchmarking

BY TED MARCHESE

CQI Success Stories

Fourteen Campus Examples

Reassessing Assessment

BY THOMAS ANGELO

■ AAHE NEWS

■ NEW PROJECT ON FACULTY CAREERS

■ BULLETIN BOARD by Ted Marchese

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In this issue:

In just a few weeks, AAHE hopes to welcome 1,500 participants to our 10th Conference on Assessment & Quality, June 11-14 in Boston, Massachusetts. (Registration materials were mailed several weeks ago to all *Bulletin* readers; for an update on the presenters list, see "AAHE News" in this issue.)

Ten years is a long time, and in that period the assessment conference has been the responsibility of a succession of AAHE Assessment Forum directors: Pat Hutchings (now of AAHE's Teaching Initiative) . . . Renee Betz (of Central Missouri State) . . . Barbara Wright (of UConn) . . . Karl Schilling (of Miami U) . . . and now Tom Angelo, late of Boston College and "Classroom Assessment" fame (with collaborator K. Patricia Cross). This month Tom gets his first *Bulletin* byline in his new director's role, in the article beginning on page 10.

In 1993, the assessment conference became the assessment *and quality* conference . . . the quality portion of the event programmed by Monica Manning, convener of AAHE's Academic Quality Consortium (AQC). The work and learnings of AQC members figure prominently at the Boston conference, and in the report starting on page 6.

AAHE's move into assessment (1985), then into issues of quality improvement (1991), and the dual-focus conference structure (1993) are initiatives of AAHE vice president Ted Marchese. He contributes the lead feature this issue, "Understanding Benchmarking."

This issue of the *Bulletin* also contains — tucked between pages 8 and 9 — the "call for proposals" for an entirely separate meeting . . . next fall's 6th National Conference on School/College Collaboration. The conference dates are October 26-29, in Washington, DC; the proposal deadline is June 19.

—BP

QUALITY

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6 **CQI Successes**/fourteen examples of how campuses have applied CQI to solve problems and improve processes/*edited by Steve Brigham*

ASSESSMENT

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

UNDERSTANDING BENCHMARKING

Is higher education ready for still another management idea from industry? Let's see.

by Ted Marchese

Yes, *benchmarking* is one of the day's overused words; like *assessment*, it has a ring to it that makes it a descriptor of choice for a variety of practices. The term has generally been used to denote a standard or reference point against which a manufacture or service could be compared. Today, when most of us hear *benchmark*, we imagine statistical tables and comparative norms.

To contemporary managers, benchmarking means something different again: a CQI technique aimed at identifying "best practice." The object is, first, to understand at a deeper level your own work processes — the ways in which you deliver value to customers; next, to find out who else employs similar processes but with superior results; to study that other party, in partnership; then to adapt the learnings to improve your own performance. In a rough sense, as corporate benchmarkers like to say, it's "monkey see, monkey do better."

Most firms in competitive industries implemented some version of TQM or CQI in the 1980s. In the 1990s, as CQI matured and competitive pressures grew, a second generation of quality-management techniques emerged, among them benchmarking, reengineering, servant leadership, 360-degree evaluation, hoshin planning, and learning organizations. Among these (and given reengineering's decline), benchmarking has so far won the most acceptance. In 1992, a widely noticed study by Ernst & Young of 580 international firms identified benchmarking as one of the highest-payback activities in the quality arsenal. Today, 80 percent of the Fortune 100 companies practice it.

Higher education's engagement with quality management is in its fourth year, with campus efforts now numbering in the hundreds; at least a dozen of the more advanced among these have made first forays into benchmarking, including Oregon State, Babson, Central Florida, Miami (FL), Samford, Belmont, Northwest Missouri, and Penn State. AAHE's Academic Quality Consortium (AQC) is about to launch a benchmarking study project; a cooperative benchmarking project is already under way among business schools.

THE HOW-TO

This past February 27-28, representatives from eleven AQC member institutions gathered in Philadelphia for an intensive, two-day workshop on the concept led by W.R. Williamson, a senior executive at DuPont who has been helping Penn State (an AQC member) use the tool. Here's a taste of what we learned.

Start with yourself. Before looking at anyone else, benchmarking demands deep knowledge of self. DuPont will take a given work process — refinery maintenance, phone installation, order expediting — and help the people who run it take it apart: Who are the suppliers and the customers for this process? What's most important about it to them? What are its resource requirements? Outputs and results? What measures have we to track its performance?

As an aid to understanding, most such analyses ask the workers in a process to map their work; CQI tools are used to create step-by-step flowcharts that allow people to uncover for themselves where all the critical dependencies, hand-offs, and "white spaces" lie. Not untypically, before any external comparisons are undertaken, people see their system's shortfalls and redundancies and initiate corrective action. Simultaneously, these "owners" of the process often come to a sharper sense of goals for their work and agree on key performance indicators for its improvement.

This done, the benchmarking effort moves to a second stage, also of analysis: What companies are significantly better than us at this process? How good are they? Is the gap between us and them changing? With what competitive consequence?

The aim in asking these questions is to identify a small number of companies — at least three, no more than eight — for intensive further study. How to identify these companies? DuPont starts with reasonably available data: literature descriptions, databases, trade groups, consultants, knowledgeable informants. It will then send a short questionnaire to a

Ted Marchese is a vice president of the American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110.

dozen or two of the most likely benchmarking partners, requesting key pieces of data on the process in question and inviting participation. The company shares the compiled data with all respondents, then uses it to help select companies to visit.

Looking outward. The actual visit is step three in the process, one preceded by still more homework: What exact information do we need from this party that (a) they will be willing and able to provide and (b) we will be able to use? The resulting questions are typically put in writing and sent in advance, to keep on-site time and intrusion to a minimum. With such preparation, a three-person visiting team from DuPont may learn what it needs in as few as four on-site hours.

Finally, in step four, the benchmarking team compiles findings from the visits, lays them against the company's own work process, and comes up with recommendations. These recommendations go to the executive accountable for that function. The presumption is that he or she will implement them, quickly.

THE QUESTIONS

If the steps in benchmarking are reasonably straightforward, the surrounding issues are less so. AQC members at the Philadelphia workshop were full of questions; here are answers we heard, learned ourselves, or found in the literature.

What type of process lends itself to benchmarking? The answer here is, "big enough to matter, but concrete enough to get your arms around." According to Williamson, you want a process that matters on the revenue side or to cost-reduction, but one also that has a sense of boundary around it, a definable set of people who work in it, and that has leaders who're ready to act on findings. "Corporate management" is too big and mushy a topic; "buying pencil sharpeners" is too small; "inventory management of pesticides" could be right. This spring, Penn State is benchmarking "university relations" with several counterparts, including another AQC member, Michigan.

A company like DuPont has thousands of processes; which are priorities for benchmarking? First and foremost, those that matter to customers. Customers don't care how you assign spaces in employee parking lots or who gets to eat in which dining room; they probably care a lot about how quickly and reliably their product orders get filled. Time and energies are short, Williamson reminded AQC members, so be strategic and ask: What are the things we do that matter most to our customers, entail high costs, are significant as a market differentiator, and that beg for improvement?

Supposing you benchmarked and found nobody better than you? In several years and hundreds of benchmarking projects DuPont has never failed to find some other company that was *significantly* better than it at the process under study. As Williamson put it, "Better things are out there, believe me."

Surely not every project at DuPont has led to improvements? No, Williamson conceded, especially in earlier days. When DuPont looked at projects that had led to little, it saw two things: no leadership buy-in; and too much time devoted to fieldwork, too little to initial self-knowledge and implementation. On the latter score, C. Jackson Grayson of the American Productivity and Quality Center remarks, "The biggest mistake people make when they start to benchmark is not being prepared. They go out to visit another company without fully understanding their own processes and they don't really know what they hope to learn."

Can you benchmark direct competitors? Yes, companies do it all the time, even with rivals in Europe and Japan. Obviously the sharing will have tighter bounds around it, and there are antitrust implications to observe. In these and in all other cases, companies adhere to formal codes of conduct — one developed by the SPI Council on Benchmarking (in Cambridge), another by the International Benchmarking Clearinghouse (in Houston) — covering the ethics, etiquette, and required protocols of practice.

How about noncompetitors? Everyone thinks his or her own company or field is unique, but in fact most firms do lots of the same things: They all buy, make, sell, deliver, and repair some good or service; they all hire people, pay bills, and so on. So the trick is to see the process you're studying in broadest terms, to look across the widest range of firms in search of truly better performance.

Xerox, to cite a famous example, dramatically improved its 1-800 service by benchmarking L.L. Bean. Babson College benchmarked its registration process against that of top hotels. Indeed, it's a maxim among benchmarkers that the most creative, differentiating ideas almost always will come from partners outside your own industry or field.

Other imaginative examples? Companies do a lot of *internal* benchmarking. DuPont, for example, is quite decentralized ("like a university"); in fact, most of its twenty-nine business units perform many of the same functions — R&D, manufacturing, sales, finance, etc. DuPont encourages every unit to learn about "best practice" elsewhere within the company; the barriers of time, culture, and confidentiality will be lower than when a team goes outside. That way the whole company "learns what it has learned" and gets smarter over time.

What's the payoff from all this? Over the past several years, DuPont has completed some 300 benchmarking studies. The important payoff is in customer satisfaction and market share, areas the company now excels in. The second is cost-reduction; DuPont estimates that the cumulative, per-year benefit of projects to date comes to $1 billion — a big contributor to its $2.7 billion net in 1994.

How does benchmarking fit within CQI? The original idea behind CQI was that the people who worked in a process would continuously and ever work on its improvement; CQI envisioned incremental change having impact over time. Benchmarking entered the picture because sometimes key processes need more than a ratcheting up, they need breakthrough change. Benchmarking's vision is that big changes come quickest when you get work teams out of immediate foxholes and force them to look outward for the creative analogue or idea.

How does benchmarking square with reengineering? In important ways they're different philosophies. Benchmarking starts with the CQI premise that the best improvements to a work process will come from the people within it; reengineering envisions swat teams of executives and consultants tearing work down and rebuilding it from scratch. DuPont reckons it spent $100 million on consultant studies over the past five years and got very little out of them; it spent a fraction of that on benchmarking and its own people produced a billion dollars in savings.

Savings at what cost in time and money? A typical benchmarking study might entail one fifth of the time of eight people working over the course of five months on a budget of $50,000. Those were the numbers for a recent DuPont team that dug into ways of installing and changing telephones in the company's greater-Wilmington facilities. Even though the eight team members were busy people, they made time for the project because they knew the importance of its results — in this case, significant service improvements plus $4 million in savings from a $20 million expense budget.

REFLECTION

In thinking about this workshop, and in discussions of benchmarking among AQC members, a number of points stand out.

One is that the barriers to benchmarking in higher education seem high. A threshold barrier is that, like CQI itself, the practice of benchmarking requires extraordinary effort. In business or health care, competitive pressures compel that effort; in the academy, the sense of felt need, of urgency about improvement, is relatively low. For many institutions and their faculties, already hard-pressed on multiple fronts, the question also becomes, "If we did this difficult thing, and actually showed improvements, where's the reward?" When funding is driven by enrollment, not performance, often there will be no reward — monetary, at least — for improvement.

A second factor is that benchmarking as described requires an underlay of experience in quality management that most campuses don't yet have. If you don't understand work as a team-led process, with customers, metrics, outputs, and results, then the basic homework entailed — plus the difficulty of finding external partners on the same page — seems daunting.

All this said, the parallels here between a DuPont and most campuses are striking. In both cases, the long-term habit of dominant professionals has been to ask *themselves* what the need is, not customers; to regard familiar ways of doing things as preordained; to distrust metrics because "we all know what's needed"; to emphasize resource requirements over results; to favor pet projects over needs of the whole; and to regard their own enterprise as unique, rendering outside examples superfluous (the "not invented here" syndrome). Despite these barriers of culture (or because of them), benchmarking has the potential to teach us how external perspective can enrich internal values.

Making a start. Is there any way, short of a full-blown CQI commitment, that the ideas behind benchmarking might find use on campus? One thought: enter concepts of *best practice* into campus discourse. Why shouldn't a registrar's office, library, or remedial-studies program be expected to know who in North America is best at its core functions and to show learning from them? Why shouldn't a math department be expected to lay its own efforts at teaching calculus, say, against the remarkable courses in that subject mounted by Uri Treisman?

Another possibility: internal benchmarking. All departments in a college are expected to do outcomes assessment, for example; they all teach introductory courses, advise majors, sponsor faculty development, and so on. Each of these functions is in fact a process that has something to learn from a sister department on campus; indeed, for any process in a given department, there almost certainly is someone else on campus doing it better. The idea of campus-wide benchmarking — of seeking out and sharing best practices locally — shouldn't be the most difficult in the world to enact.

As options, a department (or administrative unit) might weigh aspects of its work against similar efforts at counterpart units in the three colleges nearest to it, regardless of type; or benchmarking could occur across campuses within a given system or consortium, facilitated by the relevant board or office.

Support for an initial emphasis on *local* benchmarking in higher education comes from the Ernst & Young study's finding that only companies well-advanced in their quality journey benefit from benchmarking world-class competitors; for novice or low-performing units, the stretch is "too much, too soon." For those just starting out, internal benchmarking and same-speed partnerships seem to return highest value.

Whatever the arrangement, if willing departments had a chance to flowchart their major, visit a counterpart or two, and agree on a performance measure to improve, it's hard to imagine that significant gains in conversation and sense of self — and ultimately for students — wouldn't follow.

At bottom. Benchmarking, like CQI itself, is about *learning*. The goal is to find ways to work smarter for better results. The essence of benchmarking lies less in technique than in its larger call to know ourselves, look outward, and aim high. ■

CQI SUCCESSES

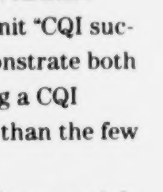
Fourteen examples of how campuses have applied CQI to solve problems and improve processes.

CQI . . . Pick almost any campus in the country and you'll probably find at least a knot of people trying to figure out how to make it work for their unit or department. At a couple of hundred institutions, the application of CQI goes further, with activity happening across departments, and sometimes across schools and colleges. Most often, CQI examples are administrative, such as decreasing the lines at registration. Less often (but on the increase) CQI takes hold in the academic arena, by a faculty member applying it to her classroom, or by a dean using a CQI approach to revise curricula for specific majors.

About a month ago, we posted a message on AAHE's CQI-L listserv inviting its 600 subscribers to submit "CQI success stories" that we hoped would begin to demonstrate both the breadth of issues that are being tackled using a CQI approach *and* significant outcomes. Many more than the few stories featured here were submitted.

In the next pages, you will find fourteen different and, I think, compelling examples of how campuses have applied CQI to solve problems and improve processes. It is, I hope, an appropriate tribute to those individuals, teams, and campuses that have persevered through the doubts, skepticism, and outright criticism in their commitment to doing the business of higher education in newer and better ways. These stories are a mere sample of the many hundreds of successes on campus that are being built around teamwork and collective responsibility, an ethic of continuous improvement, a new methodology for problem solving, and a much deeper commitment to the colleagues, stakeholders, and yes, customers being served.

Steve Brigham
Director, AAHE's CQI Project



University of Minnesota

A quality improvement team studied the Department of Food Science & Nutrition's approach to undergraduate advising. Prior to the project, every departmental faculty member advised undergraduates; but continual changes in university curricula, courses, registration, and scheduling made it difficult for both faculty and students to keep up.

The team implemented a series of eight recommendations. One recommendation led to the establishment of an "advising corps" of dedicated faculty who now keep up on the technical aspects of advising, as well as mentor the students on career and employment goals. A second recommendation was to recognize advising as a criterion for tenure and promotion; this is now written into departmental tenure and promotion guidelines.

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St. John Fisher College

St. John Fisher College's biggest gains have come in employee morale — an area not initially targeted for improvement. In 1988, when Fisher began to implement quality initiatives, morale was low, teamwork and cooperation limited.

Today, as a result of quality training, work on teams, public recognition for results, and the college's annual Quality Day, employees "feel good" about their work. There is greater perceived cooperation and teamwork among departments, offices, and employees and a "genuine feeling" that they are working together to make St. John Fisher a good place to work and to attend college. Through extensive brainstorming and teamwork, each administrative office on campus has identified its customer(s) and has employed surveys and focus groups to determine what steps to take and which processes to improve. In a recent survey, 85 percent of the administration/staff members who responded said they were satisfied with their jobs.

Contact: Dennis Crowley, assistant to the president for quality leadership, St. John Fisher College, 3690 East Avenue, Rochester, NY 14618; ph: 716/385-8015

Pennsylvania State University

A collaborative venture between Penn State's offices of Computer and Information Systems and Accounting Operations and the university libraries has reengineered the invoicing and payment process for purchased library materials, with cost savings in staff time estimated to be $77,500.

Contact: Gloriana St. Clair, associate dean and head of information access services, Penn State University Libraries, E506 Pattee Library, University Park, PA 16802; ph: 814/865-1858; fax: 814/863-7293; e-mail: GSS3@PSUADMIN.PSU.EDU

Belmont University

A quality team from Belmont University's Office of Financial Aid and the Third National Bank/SunTrust Corporation partnered in an initiative to automate fully the disbursement and processing of all Belmont student loans. Belmont became the first university in the nation to receive student loan funds and data through TNB via the Corporate Trade Exchange (CTX) 820 format; the format reconciles the funds and data and eliminates the need for reconciliation processes at the university. Belmont has automated 70 percent of its student loan volume, and has set a target of 100 percent by late 1995.

This initiative resulted in improved service to students, who now receive funds in their Belmont accounts within 24-48 hours instead of four weeks. The university benefitted from the elimination of the signature process as well as manual reconciliation, paperwork, and lag time for funds, saving thousands of dollars in materials, time, and lost interest.

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Samford University

Samford University has completely reorganized its university library using CQI principles and tools. As a result, the university library has (1) dramatically expanded its services to the university with no increase in budget or staff, (2) flattened its organizational structure, and (3) simplified and increased the efficiency of several processes.

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University of Maryland

In fall 1993, the CQI Council at the University of Maryland examined seven different sources of student satisfaction data. Using this information, the Council created a list of major student "pain points" and prioritized the issues. The top sources of student dissatisfaction were then mapped against criteria for establishing CQI projects, such as: cross-functionality, data support, and likelihood for impact. Under the separate sponsorship of a divisional vice president, four action teams were created to resolve the following issues: dissatisfaction with the student financing process, frustration with large classes, interference between student employment situations and academic requirements, and perceptions of a cold and bureaucratic service climate. Each team was given 120 days to complete its work.

Implementation of their recommendations — some quite small, others sweeping — began in fall 1994.

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El Camino College

The faculty time-accounting process team, "The Time Busters," refined a cumbersome process that required faculty to verify their absences on monthly time sheets, sign the forms, and then forward the forms to the dean for signature.

Now, individual time sheets have been combined into a single sheet that lists all faculty; absences are recorded by exception. Faculty don't have to sign and return time sheets each month; secretaries don't have to "hassle" faculty to get sheets in on time; deans sign only one form instead of dozens; and payroll deals with 15-20 sheets of paper instead of 350.

Contact: Donna Manno, staff development coordinator, Organizational Planning and Staff Development, El Camino College, 16007 Crenshaw Blvd., Torrance, CA 90506

University of Michigan

The information the Investment Office was getting wasn't just hard to use, it also was outdated by the time it came through a rigid, antiquated information system. Data had to be input six times into four systems, creating many errors and a reconciliation nightmare. A cross-functional team from the Treasurer's Office, Financial Operations, and the Information Technology Division explored creating a new system, but investigation led the team instead to select a custodian bank that could provide both the information system and the needed data.

Now, investment information is now easy to find, sift, and sort and is updated every 24 hours. Sixteen university users share a single system for investment analysis, management oversight, and accounting. The university has saved $500,000, and it now has an investment data system compatible with UM systems (client-server, Windows, SQL-based).

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University of Pennsylvania

Penn's Escort Service provides safe transportation for students (and some faculty and staff) between 6:00 PM and 3:00 AM. Before the service was reorganized, riders would call Escort Service for transport, and vans would be dispatched to any one of the 100+ buildings on campus. Dispatchers were harried; waiting time for riders was at least 30 minutes. Rather than add more vans to an imperfect system, the team redesigned the way Escort Service worked, designating ten TransitStops around campus, at which Escort Service vans would stop as part of an established route.

Now, vans are dispatched only to transport those riders who are not able to make use of the route system. Waiting time has been reduced to about 15 minutes; dispatches have been reduced by 70 percent, even as ridership has nearly doubled to 1,400 passengers per night.

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California State University-Fresno

Our groundsworkers team, the "Sodbusters," surveyed its campus customers. They wanted the appearance of our large grounds area improved and, specifically, they wanted more green plants. In the arid San Joaquin Valley, that meant improving the system of getting water to planted areas. The team studied work methods and peeled away layers of "how we have always done things"; it cross-trained groundsworkers to identify and repair irrigation systems.

Turnaround time on repairs now is significantly shorter, sprinklers and emitters give more water where it is needed, there are fewer leaks, and the grass is greener on both sides of the fence.

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University of Central Florida

The University of Central Florida's College of Arts and Sciences recently completed a project to identify ways to improve its graduation certification process. In 1993-94, 18.0 percent of the College's students who applied for graduation failed to graduate due to their failure to meet a variety of departmental and institutional requirements or to maintain an acceptable GPA. Recommendations from the improvement team included revisions of degree-audit checksheets; informational workshops for department chairs, college advisors, and records staff on the audit process and student record database; communication with students at the 100-semester-hour mark on remaining requirements; and consolidation of the audit information process into one office.

During the first semester of implementation of these recommendations, the College realized a 50 percent reduction in the graduation-failure rate.

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University of Wisconsin-Madison

Each of the eight departments in the College of Engineering has long developed its own curriculum separate from the others. We introduced the departments' curriculum chairs to one another and brought them together to talk about developing a college-wide curriculum. The first question we posed was, "What are the indicators of an effective curriculum?" They brainstormed dozens of answers; we grouped them and created headers. Then we asked: "What in these indicators is specific to your discipline?" Their answer: "Very little." They decided there were college-wide issues that they could make better progress on by working as a whole college, rather than struggling separately with only small gains.

One year later: math for engineers is being transformed, technology is being used to teach math, a freshman design course has been designed and successfully offered, veteran profs are improving teaching methods together, and a college-wide curriculum framework is in place and departments are transforming their curricula accordingly.

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University of Washington

At the University of Washington, students can register a month before the beginning of the term using a telephone-assisted registration system. They can make changes to their registration any time within the quarter using the same system. No payment is due until the third Friday of the term, and then payment amounts are due weekly afterward. Registration changes usually result in additional charges after the due date. Before this process was improved, often students making changes had their registrations cancelled for nonpayment.

A team representing Student Accounts, Student Loans, Registration, and Financial Aid was formed; two student representatives also were included. The team's objective was to reduce the large number of cancellations. Analysis of the process to determine root causes was based on surveys of students cancelled and a detailed flowchart of the process.

Solutions that were implemented — fewer but clearer bills, updated addresses, more direct language, etc. — drastically reduced the number of students cancelled — by 65 percent in summer 1994 versus summer 1993, and by 71 percent in fall 1994 versus fall 1993. In addition, the number of students cancelled and subsequently reregistering dropped by 80 percent, saving them a $75 fee and lost time; and staff recouped time previously spent dealing with confused and angry students.

Contact: Frank Montgomery, associate controller, University of Washington, 280 Administration, AG-80, Seattle, WA 98195; ph: 206/543-4993; fax: 206/543-3698; e-mail: frankm@u.washington.edu

Harvard University

"At Harvard," the saying goes, "the faculties meet a lot . . . in airports." But the university's faculty and staff have long made travel arrangements on their own, each with his or her own travel agent (or none at all), making it difficult to consolidate travel, bargain for discounts, assure compliance with sponsored-research requirements, and obtain timely management information. Through 1993-94, a cross-functional team assembled data on the incidence and costs of travel by university personnel, examined best business practices in benchmark organizations, then implemented last October a new plan whereby travel is single-sourced through a competitively chosen agency, with that supplier-partner accountable to a Dean's Travel Board for university-set service standards.

Use of the new service is voluntary but "strongly encouraged." The service covers professional and personal travel for faculty and staff; it also serves students. Potential yearly savings to the university is $3-6 million.

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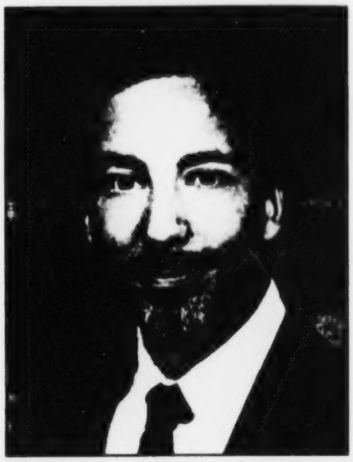
An invitation to participate . . . by May 30th.

REASSESSING ASSESSMENT

Embracing Contraries, Bridging Gaps, and Resetting the Agenda

by Thomas Anthony Angelo



Thomas Anthony Angelo is director of the AAHE Assessment Forum, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

This June 11-14 in Boston, AAHE will host its 10th conference on assessment in higher education. In the decade since the first such conference, much has changed in higher education — and in the assessment "movement." Several of the most important changes were not clearly foreseen, and perhaps not even foreseeable, in 1985. (If you doubt this, recall that the academic pundits were wondering in the late 1980s where we could possibly find enough new faculty to fill all the vacancies sure to arise in the 1990s.)

As conditions and priorities in higher education changed, so has the assessment movement. For example, assessment efforts have been influenced by continuous quality improvement (CQI) approaches adapted from industry and health care. Mirroring this shift, in 1993 AAHE's assessment conference became a conference on assessment *and* quality. Higher education assessment has also begun to be influenced by K-12 approaches, notably by performance-based, "authentic" assessment.

But is assessment changing quickly enough and in the right directions? For a decade and more now, campuses have worked to develop appropriate, useful ways to assess student learning, and much progress has been made. Student outcomes assessment has become a part of our national academic culture. One evidence of this shift is how rarely anyone these days asks, "Why should we do assessment?" — a question that used to be hotly debated. Most of us, it seems, have become convinced of assessment's potential value, or resigned to its real inevitability, or both.

Nonetheless, with notable exceptions, campus efforts to know more about and improve student learning still don't enjoy the full support and involvement of academic administrators or faculty. On most campuses, assessment has not yet become seamlessly embedded in the day-to-day academic life of teachers and students. And even those campuses that have taken the lead in assessment have usually directed their efforts toward assessment for improvement — focusing comparatively little attention on quality assurance and public accountability.

As Peter Ewell (1991) points out, assessment in higher education has always been a "curious phenomenon." It has all "the characteristics of a social movement — driven by political forces and constrained by societal demands," but it is equally an area of applied research "rooted in measurement practice" (p. 1). Ewell has long argued that we need to "manage the contradictions" between assessment's accountability and improvement purposes, that the dichotomy between the two is no longer tenable.

To borrow a theme from Peter Elbow's book *Embracing Contraries* (1986), we need to find better ways to embrace assessment's contraries. To meet the challenges higher education faces, we need a variety of assessment approaches that can provide information for improvement *and* accountability. At the same time, we need robust models that can more fully embrace other assessment "contraries," such as quantitative vs. qualitative, and locally developed vs. standardized.

To move forward, we also need to bridge gaps, both perceived and real, that limit the potential effectiveness of assessment. Many of these assessment gaps are *horizontal*. For example, within most departments it's easy to find faculty members ostensibly teaching the same core course — freshman composition, or calculus, — who have no idea what one another's goals, methods, standards, or successes are, and who have never been encouraged to construct that common ground. Horizontal gaps also loom between departments that share responsibility for general education but have no workable mechanisms for promoting or assessing its stated outcomes.

On most campuses, the process used to assess faculty performance is riven with gaps: between student evaluation and peer evaluation; among mechanisms for assessing teaching, scholarship, and service. Campus assessment too often accepts as a given the gaps between academic affairs and student affairs, begging the connectedness of student in-class and out-of-class experiences.

Other assessment gaps are *vertical*, such as the disconnects between the assessments individual faculty carry out in their classes, periodic departmental evaluations, and institutional assessment programs. Likewise, vertical gaps exist between high school and lower-division college curricula, between academic majors and graduate school programs, and between vocational and preprofessional education and the world of employment.

For the past couple of years, critics and allies alike have claimed that the assessment movement is stalled — or, at best, drifting — apparently lacking the leadership and means to move to a next, more effective stage.

a draft

Assessment is a means for focusing our collective attention, examining our assumptions, and creating a shared academic culture dedicated to continuously improving the quality of higher learning. Assessment requires making expectations and standards for quality explicit and public; systematically gathering evidence on how well performance matches those expectations and standards; analyzing and interpreting the evidence; and using the resulting information to document, explain, and improve performance.

If we allow our efforts to stall or drift, we risk losing ground or moving — or being pushed — in the wrong direction.

Reassessing Assessment

AAHE's Assessment Forum would like to enlist your help in getting the assessment movement moving again. For the past decade, the Forum has served as a national network, connecting and assisting those interested in higher education assessment. The Forum has acted as observer, convener, constructive critic, and shaper of the movement. It has advanced assessment practice by publishing, consulting, networking, and organizing annual conferences. Now, as the Assessment Forum begins its second decade of efforts, the time seems right to reassess assessment in higher education and reset the Forum's agenda.

I'd like to engage you in this process by inviting your responses to the draft definition of assessment below, and to the agenda items that follow. Feel free to comment, expand, delete, revise, and rewrite. Mail or fax me your comments and suggestions by *May 30, 1995*. I'll then write a follow-up document, taking into account your feedback, and send copies of the finished piece to all who took part. (You'll all be credited as contributors.) If all goes as planned, the Assessment Forum will then make our collaborative "new agenda" available to a wider audience at the June conference.

What Is Assessment? A Draft Definition

Though much talk and a shelf of writing about assessment has been generated over the past decade, there is no single, universally accepted definition of the term. Given the diversity of higher education, that level of consensus probably isn't desirable or possible. There are, indeed, several definitions around. AAHE's Ted Marchese, for example, has this brief one: Assessment is "the systematic gathering, interpretation, and use of information about student learning for purposes of improvement."

As helpful as the existing definitions may be, I think the Forum needs to provide an updated statement. This new definition should recognize the importance of improvement *and* accountability; express the educational values pervading assessment; and serve as a prompt for the construction of "local" definitions by campus assessment teams. In that spirit, I offer the draft definition shown above.

Now let's take that definition apart, phrase by phrase, to explain and elaborate it.

Assessment is a means . . . not an end in itself. The ultimate end or aim of assessment is to help us improve the quality of higher learning. (Elsewhere, I've defined higher learning as "an active, interactive, self-aware process that results in meaningful, long-lasting changes in knowledge, skills, beliefs, and/or values.") While the improvement of *student* learning is paramount, assessment is also a way to inform and improve faculty, administrator, and staff learning. Ultimately, as the CQI folk argue, assessment should advance *organizational* learning in higher education, that is, our institutional "smartness" in continuously improving student learning and attainment.

for focusing our collective attention . . . Perhaps the most salient effect of assessment is that it focuses our attention on some aspects of the environment — and away from others. Just as our students will study what they expect to be tested and graded on, whatever we assess is what faculty and administrators will focus their attention, time, and energies on. Thus, assessment can become a powerful way of helping individuals with diverse and disparate interests — such as the students in a class, faculty in a department, and departments in a general-education program — find common ground and common aims.

examining our assumptions . . . Even though academic scholarship has been traditionally dedicated to the examined life, the day-to-day practice of higher education is built upon an increasingly unstable foundation of unexamined assumptions. Assessment requires that we make our assumptions explicit and then examine them in the light of available evidence. Are students learning what we are teaching? Do they know and can they do what their degrees imply? At heart, the assessment movement invites us to apply the highest values of academic scholarship — usually reserved for research and writing — to our everyday work as teachers, administrators, and students.

and creating a shared academic culture . . . Over time, every class, department, residence hall, and campus develops its own "culture." Ralph Wolff and Olita Harris (1994) have written that assessment can help us develop "a culture of evidence." Assessment can provide tools for studying and understanding the many intersecting, and sometimes conflicting "microcultures" that exist in our colleges and universities, as well as levers to help us shape and re-form their development and functioning.

dedicated to continuously improving the quality of higher learning . . . There are a number of assumptions buried in this phrase. First, assessment requires a shared vision of quality in higher learning and an agreement on acceptable evidence for that quality. All that takes time and much work to develop. Next, it assumes that the quality of higher learning should and can be improved — and that we are not likely to reach an end point to possible improvement in our lifetimes. And finally, it assumes that we must work to identify, assess, and improve many conditions that affect the quality of learning, including several that lie outside the classroom and sometimes beyond the campus.

Assessment requires making expectations and standards for quality explicit and public . . . Developing shared expectations and standards is a beginning, but also a complex and demanding process in and of itself. If this initial conversation is well-structured, inclusive, and productive, the entire assessment process stands a much higher chance of success. Next steps involve making expectations and standards clear and meaningful and communicating them to the various participants and "stakeholders" in assessment — among them students, faculty, staff, parents, governing board members, accrediting bodies, public officials, and the larger community. Since representatives of those same stakeholders should be involved in the initial conversations, this process must be an iterative one.

systematically gathering evidence on how well performance matches those expectations and standards . . . This is the part of the assessment process most often mistaken for the whole. Effective assessment begins well before data gathering; it starts with the identification of important, useful, well-framed questions. Only after we know *what* we want to assess and *why* can we choose the *how*. Once the guiding questions are clear, it's critical to design the assessment carefully. As Richard Light and his colleagues put it, "You can't fix by analysis what you bungled by design" (Light, Singer, and Willett, 1990, p. viii). Put another way, time and effort invested up front in getting the assessment process off to a well-planned start are sure to save you time and effort later.

The good news is that, once you are ready to consider the various options for gathering data and turning it into useful information, there's a lot of assistance to be had. You'll find assessment examples and advice in publications by AAHE's Assessment Forum, materials produced by many regional and special accrediting associations and disciplinary societies, and the dozen recent sources listed in the accompanying bibliography.

analyzing and interpreting the evidence . . . At this point, the usual recourse is to seek skilled help with sophisticated data analysis. And, of course, that may be needed. But far more important than "number crunching" or detailed qualitative analysis is a commitment to study the assessment results, reflect on their meaning, and discuss them with others. Once the results have been analyzed, the key task is to select and present the most salient evidence to the various stakeholders, and to interpret it in ways that will help them make it meaningful. No results can be powerful unless they can be understood.

and using the resulting information to document, explain, and improve performance. . . . This is perhaps the most challenging step, and the one where we most need to focus our efforts if assessment is to earn its keep. Though higher education's assessment methods and techniques leave much to be desired, we are still much better at collecting and analyzing information than at displaying, explaining, and applying it to good use.

Although it may seem a bit paradoxical, effective assessment actually begins at the end. That is, to ensure that a given assessment project will be useful, we need first to imagine that we have already collected and analyzed the evidence and ask ourselves: Who could/would use the results of this assessment? To do what? When? Where? How? Why? Often the answers to these "thinking ahead" questions — or the lack of answers — can lead us to redesign assessment plans, or scrap them and start over.

The big point is that, from start to finish, the primary purpose of assessment in higher education should be to improve higher learning. But improvement and public accountability are not mutually exclusive. By documenting, displaying, and explaining our assessment efforts, we stand the best chance of gaining the support we need to achieve those improvements.

Resetting the Forum's Agenda

In the next two to three years, AAHE's Assessment Forum proposes new and renewed efforts to:

- Identify and give wide exposure to assessment efforts that successfully bridge "horizontal and vertical gaps" and that "embrace contraries" — especially those bridging improvement *and* accountability, and K-12 *and* higher education.
- Work with disciplinary associations and scholarly societies to develop and disseminate field-specific models, examples, techniques, guidelines, and resources on assessment.
- Forge better connections between higher education and K-12 assessment efforts.
- Seek support to develop and field-test new, more cost-effective and flexible methods of assessment for institutional self-study and peer-evaluation processes, particularly for use by accrediting associations.
- Make available new and updated AAHE publications on assessment.

I look forward to your comments and suggestions. ■

Useful References on Assessment

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AAHE NEWS

Phone extensions in parentheses.

AAHE Forum on Faculty Roles & Rewards

New Project Launched

At a special session at the 1995 National Conference, an AAHE project calling for a new dialogue about faculty careers — including tenure — was launched. "New Pathways: Faculty Careers and Employment in the 21st Century" is designed to deepen the emerging national discussion about tenure and cast it in broader terms.

Over the next two years, AAHE will issue two series of reports for widespread discussion. One series, directed by **R. Eugene Rice,** a sociologist and former provost on leave from Antioch College, and currently director of AAHE's Forum on Faculty Roles & Rewards, will focus on creating more flexible career paths for faculty. A second series, directed by **Richard Chait,** professor of higher education and director of the Center for Higher Education Governance and Leadership at the University of Maryland, will focus on employment arrangements that are options to traditional tenure systems. **Judith Gappa,** vice president for human relations at Purdue University, will address the implications of this work for part-time faculty and the relationship of the personal and professional in faculty lives.

Rice

Eugene Rice will direct the new project. "I hope we can deepen the dialogue and encourage an open, balanced discussion of this volatile issue," Rice says. "Our intent is to move from debate to genuine dialogue and reframe this discussion so that higher education — its faculty and especially its students — can be better served."

The first major occasion for bringing out the work of the new project will be the 1996 AAHE Conference on Faculty Roles & Rewards, January 18-21, in Atlanta. For more information on the new project and that conference, contact Kris Sorchy (x20), project assistant, Forum on Faculty Roles & Rewards; aaheffrr@capcon.net. To be faxed a free copy of the press release and the project description, call AAHE's Fax/Access phone number . . . 510/271-8164; request "New Pathways," item #13.

Grad Student CQI Consortium

The Graduate Student Consortium for Quality in Higher Education (GSCQHE) is a national network of graduate students with research interests in managing quality improvement in colleges and universities. (The GSCQHE is not affiliated with AAHE.)

The Consortium will be presenting a panel discussion at the **10th AAHE Conference on Assessment & Quality** in Boston this June. Graduate students interested in participating in that panel should send a brief proposal to bwinn@umich.edu.

"The Consortium provides a forum for grad students to share research information and find out what others in the field are doing," notes Bradley A. Winn, a doctoral candidate at the University of Michigan and director of the GSCQHE. "Last year about twenty-five different research institutions were represented in the Consortium — we hope to double that this year."

Consortium activities include an e-mail discussion group and professional networking opportunities through mailings. To join, send a message "Subscribe CQI-RL" to the e-mail address: majordomo@sils.umich.edu or write to GSCQHE, 6084 Fleming Admin., University of Michigan, Ann Arbor, MI 48109.

The Education Trust

Call for Proposals '95

This issue of the *Bulletin* contains the call for proposals for this fall's **6th National Conference on School/College Collaboration,** October 26-29, 1995, in Washington, DC. The conference theme is "Accelerating Reform in Tough Times: Focus on Student Learning K-16."

The deadline for submitting proposals by fax/mail is *June 19.*

Important Dates

Tenth AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14.*

- **Early Bird Registration Deadline.** *May 12.*
- **Registration Deadline.** *May 26.* Late registrants will be processed on site and are subject to a $20 late fee.
- **Refund Deadline.** *May 26.* Refunds will be made after the conference.
- **Hotel Reservations Deadline.** Special rates expire *May 12.*

National Education Computing Conference. See October 1994 "AAHE News" for details. Baltimore, MD. *June 17-19.*

Reflective Teaching Conference. Vancouver, British Columbia. *July 30-August 2.*

Zimbabwe Study Tour. *August 4-17.* Contact AAHE to request a brochure.

- **Balance of Payment Deadline.** *May 31.*

Bulletin Board

by Ted Marchese

Wong

Newell

McCabe

Welcome back for news of AAHE members (names in **bold**), plus news of note . . . do send me items, it's your Association, this is your column . . . on the infobahn it's tmarches@capcon.net.

PEOPLE: Great to see this: Redlands provost **Frank Wong,** battling cancer, honored by AAC&U for his "distinguished intellectual leadership" on behalf of liberal learning and diversity . . . Frank's "new American college" idea — mid-sized universities (like his own) devoted to a new synthesis of teaching and scholarship — drawing ever-more attention. . . . Miami-Dade's **Robert McCabe,** one of the country's most admired educators, packs it in after 26 accomplishment-filled years at the college, the last 15 of them as president . . . in the background: a rumbly board, but also a chance to use the final years of his MacArthur genius award to do some writing . . . the aggressive League for Innovation quickly names Bob its first senior fellow, July 1st. . . . Sadness and respect at our National Conference as word spread that **Allen Wutzdorff** was stepping down as head of Raleigh-based NSEE, for a life of less travel and more care for his HIV-positive partner.

ACCREDITATION: When last we left this story, a National Policy Board on Higher Education Institutional Accreditation had put on the table a plan for broad-scale changes in regional accreditation, including common standards, public disclosure, and governance by a national body with a predominantly lay board. In a nutshell, people didn't buy it. On March 10th, the NPB met the criticisms with a new proposal that seems to tone down issues of process reform, accountability, and lay governance, focusing instead on setting up an Accreditation Coordinating Council with a board led by presidents. Next up: a June 19-20 meeting chaired by ACE's **Bob Atwell** and SACS's **Jim Rogers** to gather opinion and set a course. To keep things interesting, Boston U's John Silber has sent every president in the country two long letters in opposition . . . interesting, too, that for the past year *The Chronicle* has chosen not to cover this story.

MORE PEOPLE: Best regards to Drexel provost **Dennis Brown,** tapped for the presidency at Clarkson . . . to Hope's **Bobby Fong,** the new dean at Hamilton . . . to **Carol Harter,** departing SUNY-Geneseo for the UNLV presidency . . . to **Barbara Uehling,** new head of ACE's Business-Higher Ed Forum . . . and to **Patricia Breivik,** who taught us all about information literacy, moving from Towson State to dean of university libraries at Wayne State. . . . Many of you will note with regret (and best wishes) the retirement from federal service of **Caroline Gillin,** long-time head of the Title III program . . . and give a cheer for Utah's **Jack Newell,** off for a three-year term as president of Deep Springs, the highly selective, 27-student honors college in the California desert . . . my directory lists just one other administrator at that college, the "ranch manager." . . . For ten years, **Jean MacGregor** and **Barbara Leigh Smith** astutely co-led the statewide Washington Center program at Evergreen State. Now, with Barbara becoming Evergreen's provost and Jean looking to complete her doctorate, a national search has brought to the Center GLCA's **Jeanine Elliott,** who will codirect next year with Jean, assume full duties in '96.

BOOKS: Freshest read in quite a while (and a great book for a retreat): **Dan Seymour's** *Once Upon a Campus: Lessons for Improving Quality and Productivity in Higher Education*, just out from ACE/Oryx. . . . And two good books on teaching . . . *Teaching Within the Rhythms of the Semester* (Jossey-Bass), by **Donna Killian Duffy** and **Janet Wright Jones** strikes a right note in presenting material in the context of the unfolding of a course . . . Dalhousie's **Alan Wright** examines *Teaching Improvement Practices* (Anker) in Canada, the U.K., the U.S., and Australasia . . . good reminder that North Americans should spend more time looking overseas.

IN THE OFFICE: Great excitement about the wedding of our **Sarita Brown** (of the Ed Trust) to Steve Pershing, April 29th in Austin. . . . **Judy Corcillo,** since '88 the AAHE staffer who made it happen with membership and the National Conference, moves on this month to another association (big promotion) . . . Judy's last words to me: "Tell readers to call soon, there're only a few spots left in the Black Caucus trip to Zimbabwe!". . . . Hope you enjoyed the pieces about assessment and quality in this *Bulletin* . . . **Tom Angelo** and **Monica Manning** have put together a terrific next edition of AAHE's A&Q conference, June 11-14 in Boston, where I hope to see you. ■

Gray

Elman

Hillenmeyer

Mitchell

Harris

AAHE Assessment Forum
AAHE's Quality Initiatives

Conference Highlights

"Improving Learning: Forging Better Connections Between Assessment, Quality, and Accreditation" is the goal of the **10th AAHE Conference on Assessment & Quality,** June 11-14, in Boston, Massachusetts.

Previously announced speakers include **Robert Atwell, K. Patricia Cross, Stephen Ehrmann, Zelda Gamson, Alan Guskin, Beverly Guy-Sheftall, Michael Nettles, Ralph Wolff,** and many others.

In addition to speakers and more than 120 concurrent sessions, the conference will feature preconference workshops, reflection groups, publishers' exhibits, "Wednesday Morning Specials," "talk show" sessions, consulting breakfasts, and book discussions.

Presenters recently added to the program include **James Cooper** (on cooperative learning and assessment); **Donald Farmer** (on integrating outcomes assessment with accreditation); **Wilma Ferrer** (on developing a faculty evaluation model); **Peter Gray** and **Robert Froh** (on the relative importance of research and teaching); **Olita Harris** (on starting assessment programs); **Susan Hillenmeyer** (on using the Baldrige report); **Gary Shulman** (on assessing readiness for implementing quality improvement); and **Ruth Mitchell** (on K-12 performance standards).

A panel organized by **Sandra Elman** on accreditation and assessment will include representatives from all six regional accreditation associations.

By now, all AAHE members should have received the conference preview, including registration and hotel forms. Register now! The Early Bird Deadline is May 12, save $30. Registration deadline is May 26. For more information, contact Liz Lloyd (x21), project assistant; elloyd@capcon.net. ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

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(if faculty, include discipline)
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A A H E

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One Department's Faculty Hiring Experience

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AAHE
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FOR HIGHER EDUCATION

In this issue:

This month's "Faculty Hiring: A Pivotal Opportunity to Foster a Culture of Teaching" (beginning on page 6) is adapted from a presentation made at last January's AAHE Conference on Faculty Roles & Rewards. That and many other conference sessions were audiotaped, which made guest-editor Pat Hutchings's task — of turning the 75-minute two-presenter session (perhaps 15,000 words) into a pair of short, punchy, *Bulletin*-like articles (together a neat 3,000 words) — possible.

But we don't have the space or the time, of course, to turn every conference-session audiotape into an article. At that January Roles & Rewards conference alone, 52 different sessions were taped . . . at AAHE's recent National Conference on Higher Education, it was 75 sessions . . . at the upcoming Conference on Assessment & Quality, it will be 100+ . . . you get the idea. And taping has been going on since 1983.

How can you take advantage of our penchant for taping?

If you attended any of AAHE's four annual conferences — the flagship National Conference; Assessment & Quality; School/College Collaboration; or Faculty Roles & Rewards — your conference packet contained an audiotape order form prepared for AAHE by its taping company, which lists all the sessions taped and ordering information. If you didn't attend (or lost your form), you can still obtain any tape. Just call 202/293-6440 x11 and give your name, address, and which conference order form(s) you want; if you don't specify which, we'll send you the most recent.

Don't let all this valuable information — captured on audiotape — go to waste. **—BP**

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

EMBRACING UNDERGRADUATE RESEARCH

It's a national trend, with the potential to reshape academic culture.

by John Strassburger

Whenever I talk with undergraduates about what engages them — what they are proudest of and has them working at their hardest — I'm struck by how different their answers are from what we usually talk about in professional circles. Yes, the debates over canons and loose cannons, the arguments over the underrepresentation of groups and ideas, even the critiques of how faculty spend their time, are important; but so much current rhetoric about higher education exists at several removes from what real students today are doing and learning.

Recently I changed institutions, leaving Knox College, in Galesburg, Illinois, for Ursinus College, just outside of Philadelphia. In ten years at Knox, I witnessed an exponential increase in what is now called "undergraduate research" — *students working in partnership with faculty in discipline-based inquiries.* More and more of the students were starting significant investigations by the end of their sophomore years. In many cases, these students had the experience of presenting their work at research conferences, including the national Conference on Undergraduate Research. What struck me most, though, was not the number of such projects but what students themselves said about the benefits of their research experience.

John Strassburger is president of Ursinus College, PO Box 1000, Collegeville, PA 19426-1000; jstrassburge@acad.ursinus.edu.

Often we educators can recite in our sleep the rationale for liberal education, even as we graduate students who seem not just indifferent to but ignorant of the purpose of such studies. But students who have had a significant undergraduate research experience fall into the opposite camp.

They are irrepressibly evangelical about what they have learned — about knowledge, about integrity, about the life of the mind, about communication, about uncertainty, even about how they might go about finding greater purpose in their lives. If their evangelism has a flaw, its defect is in overstating the value of that one aspect of their college experience and slighting the necessity and virtue of the rest of their studies.

A Growing Trend

My observations since coming to Ursinus underscore two points — undergraduate research is a national trend, and there are now institutions at which it has become a vital force in shaping a whole academic culture.

At Ursinus, for example, the overwhelming majority of all psychology majors participate in undergraduate research, many of them ending up as coauthors on professional papers. The economics department has itself organized its own undergraduate research conference for the past five years. In English, students are working on a range of topics, from a linguistic study of gender and third-person pronouns to an analysis of themes among a new generation of women Irish authors. In biology, there is even a process: students submit proposals, receive support, and eventually publicly report their results. Undergraduate research is the expectation in department after department, all of which have a capstone requirement in each major.

In recent discussions here about distinctiveness, the idea comes up over and again that what sets Ursinus apart is its emphasis on capstones and undergraduate research; the students I have been meeting with often cite the research experience as the key point of distinction. Faculty members, many of whom have been hired in recent years and were themselves undergraduates at leading Eastern colleges, tell me far more students are doing undergraduate research now than was the case when they were in college.

Today's students still are learning the kind of general principles that since the Civil War have been the staple of collegiate education in this country, But now, with the addition of undergraduate research, they are being challenged to apply or test those principles. Through their research projects, students take the measure of what we teach.

The *range* of projects that students are tackling now is amazing, especially when compared with what undergraduates were doing thirty years ago. The programs for the Conference on Undergraduate Research, held annually for the past nine years, offer windows into what is going on at a broad spectrum of American undergraduate institutions. When students gathered there in Kalamazoo in 1994, they reported on investigations that ran from cutting-edge work in immunology and genetics to projects in history, literature, and economics.

A sampling of the topics conveys the breadth of student work: a study of the effects of metal bonding on the stability of DNA base pairing; a mathematical analysis of the work of the sixteenth-century architect Palladio; a comparison of the historical record regarding Queen Margaret of Anjou with her portrayal in Shakespeare's plays; an examination of the emergence of a new "European Consciousness"; a case study of a nineteenth-century lynching.

> Having undergraduates engage in sustained work on tough, open-ended problems in which they learn to define and communicate their own solutions — that's what undergraduate research requires — may be the best way to prepare people to face tomorrow's challenges.

Building on Tradition

The high *quality* of this current work does not mean that earlier efforts were necessarily insignificant, but some of them were. The year before he graduated from Harvard, Franklin Delano Roosevelt wrote a lengthy history of the Roosevelt family in America. Notwithstanding that he was soon to become the editor-in-chief of the student newspaper, the research project he compiled, which is preserved at Hyde Park, New York, is a poor affair by modern standards, badly written and somewhat mindless. The quality was better at the time Harvard was educating its next future president. John F. Kennedy's senior thesis on the problems democracies face in meeting foreign threats not only shaped his entire approach to democratic politics, it sets a fine standard by which to judge today's undergraduate research.

Modern work does not pale by comparison. A broad range of students, in a broad range of colleges from coast to coast, are now doing work every bit as good as the honors projects a few students at elite institutions were doing sixty years ago.

Even more than Harvard perhaps, Princeton was one of the original leaders, beginning with President Hibben's call in the 1920s for required senior projects. At almost the same time, President Aydelotte, at Swarthmore, introduced the idea of significant research projects, partly as a way of de-emphasizing sports, Greek life, and partying. At Reed College, the senior thesis requirement was introduced as a way of creating a new, more rigorous model for American education. After World War II, other places, including the College of Wooster, followed suit.

During the 1980s, the idea broadened and swept across the country. As faculties came to see its power, the senior thesis became undergraduate research — no longer for seniors only, or honors students, or for library work culminating in a thesis, or for projects done alone. In the past decade, too, a growing number of campuses, public and private, began to invest in undergraduate research, even in summer stipends in place of other financial aid, paying students to work one-on-one with faculty members on important scholarly research. In at least two states, North Carolina and Missouri, specific public universities have received extra recognition and funding to become centers of such undergraduate research.

One of the most creative and successful programs is at the University of Michigan. Run by director Sandra Gregerman, the Undergraduate Research Opportunity program began in 1989 with just fourteen students; this year more than 2,000 Michigan students applied to participate and eventually 600 were selected. Each works with an individual faculty member. What is most remarkable is that the program is for first- and second-year students. Preliminary returns indicate that participation has had a strong positive impact not just on retention but on the academic seriousness and performance of the students involved.

A similar story is told at Penn State. Nearly five hundred faculty list research opportunities for undergraduates in a guide published annually. An office and a formal advisory board oversee the activity.

Cultural Shifts

For more and more students, undergraduate research has transformed their experience of education, in ways that are completely different from what newspapers usually report about higher education. Student reports are remarkably consistent, whether coming from Northeast Missouri State, Knox, Michigan, Penn State, or Ursinus.

Students learn, often to their surprise, that they can do work far beyond what they dreamed themselves capable of; they repeatedly describe a new relationship to knowledge, recognizing that ideas are not inert but can be molded. When pushed, students also report that, yes, they do now understand that learning consists of a dialogue — an exchange of information, data, and views with others. At Penn State's McNair program (the least-heralded of the Trio programs of the U.S. Department of Education but which involves students at ninety-two universities and colleges) assistant director Mike Radis reports that students say that explaining their work to their peers was an especially valuable experience. And, not surprisingly, undergraduate research helps lure students into pursuing research careers.

Students learn, often to their surprise, that they can do work far beyond what they dreamed themselves capable of; they repeatedly describe a new relationship to knowledge, recognizing that ideas are not inert but can be molded.

Faculty often are in awe that so many different students from so many different backgrounds can be led to do substantial work. For faculty, the reminder is that most students can work hard and become engaged, and are capable of a remarkable amount of learning. Historian Richard Candidá Smith, of the University of Michigan, summed up his recent experience with four first- and second-year students by stating that he was lucky to work with them and that the result "verges on the miraculous."

Looking beyond the enthusiastic reports, what undergraduate research aims to do is highly consonant with the challenges our students will face in the coming years. The interconnected complexities of the modern world call for people who have learned to be resourceful, responsible, and independent, yet who are capable of working with and learning from others. In such a world, knowledge seems less certain and people need to anticipate facing novel challenges. Research teaches that there are no easy answers. Sifting through mountains of data is the new reality of the information explosion. The ability to communicate in a thoughtful and disciplined way, even to audiences not well versed in the particulars of an issue or problem, is very much a part of what we face in dealing with our current kaleidoscope of cultures.

Having undergraduates engage in sustained work on tough, open-ended problems in which they learn to define and communicate their own solutions — that's what undergraduate research requires — may be the best way to prepare people to face tomorrow's challenges.

The trend toward undergraduate research carries implications. It is, for one, demanding of faculty time. More positively, the trend renders the distinction between faculty research and teaching as less significant, just as it breaks down barriers between the faculty member and undergraduates. Moreover, faculty members find their involvement can lead to discoveries: a classicist at a major Western university, for example, discovered a new way to look at family structure when an undergraduate set out to compare Greek family life with Roman.

The other marvelous thing about the trend is that, more than almost any other recent development in higher education, undergraduate research can and does capitalize on the information highway. In the scholarly discussions increasingly conducted via the Internet (where distinguishing between students and faculty is harder and harder), undergraduate research gives students the wherewithal to become partners in the most current academic dialogues. In this sense, undergraduate research foretells a restructuring of learning that may be more important than the sum of educational issues now receiving press coverage.

A Herald of Change

At its best, undergraduate research could change the face and nature of academic leadership in this country over the next twenty years. This is most evident in terms of the McNair program. As it funds undergraduate research for underrepresented groups, McNair grants are changing student lives dramatically, and the result will be seen in a few years in terms of a professoriate that has also been transformed. Support from the Ford and Mellon Foundations, plus the important infusion of funds from the Pew Trusts and the Howard Hughes Medical Institutes, also has had tremendous impact along these lines.

A most significant feature of the new focus on undergraduate research is that it has mostly originated from *within faculties*, among professors eager to convey to their students the excitement of intellectual activity, to be as effective as possible in transforming student lives, and to educate people for the challenges of the next century. ■

FACULTY HIRING
A Pivotal Opportunity to Foster a Culture of Teaching

Three years ago, at the First AAHE Conference on Faculty Roles & Rewards, Lee Shulman proposed that one way to raise the level of attention to teaching would be to institute a "pedagogical colloquium" as part of the faculty hiring process. A complement to the traditional research presentation, such a colloquium would call on candidates to address the pedagogy of their discipline. But what exactly would this pedagogical colloquium entail? What would candidates be asked to talk *about*? What models and protocols might be especially telling and useful?

Shulman expanded on his original suggestion at the Third AAHE Conference on Faculty Roles & Rewards, January 19-22, 1995, in Phoenix. During that same session, copanelist Heidi Byrnes offered an account of how the pedagogical colloquium process took shape in one department at Georgetown University.

—Pat Hutchings
Director, AAHE Teaching Initiative

Note: That 1995 conference session from which this article is adapted can be ordered by credit card for $8.50 by calling 1/800/369-5718 and requesting tape #95CFRR-49.

THE PEDAGOGICAL COLLOQUIUM: THREE MODELS

by Lee S. Shulman

I want to begin by describing what were, for me, the two sources of the idea of the pedagogical colloquium.

The first is historical. In his wonderful account of the medieval university, in a chapter titled "The Pedagogical Juggernaut," Walter Ong (1958) points out that the university was originally a normal school, a place for training teachers for universities and colleges. Accordingly, Ong points out, the final examination for the doctorate was a *teaching* examination, in which the candidate was required to demonstrate that he not only knew his field but could teach it. The "disputation" portion of the examination was in effect a test of whether the person could conduct a seminar or a discussion — a test of teaching.

Reading this piece by Ong, I thought, why couldn't we recreate that model today? (See Shulman, 1986)

A second source of the idea of the pedagogical colloquium came to me as I was sitting in a meeting at the Association of American Colleges & Universities, where the discussion was about teaching. A professor from Wesleyan, I believe, stood up in the middle of the session and said to those of us from research universities: "We need new Ph.D.'s who have some clue about teaching. We want them to be scholars, of course. But on their first day, we put them in a classroom to teach trusting young people who have paid a great deal of money to learn at our institution. Couldn't you send us some people who can do that?"

And my thought was: "Well, we'd be much more likely to send such people to you if that's what you *asked* for." And so, this notion of how one might ask for that sort of person became the pedagogical colloquium.

In other words, I view the pedagogical colloquium as a new version of the old concept of the public defense of the dissertation, whose emphasis was supposed to be on teaching, taken and shifted to the hiring institutions, that now assert: "We want to see whether you are a scholar-teacher in your discipline." Traditionally, in hiring, we've only done half of that; that is, we have candidates give a talk on their doctoral dissertation. The pedagogical colloquium is a way for a hiring institution to say that it would like candidates to do something that begins to demonstrate their understanding of the teaching of their discipline. Additionally, as I'll point out, such a process would have other benefits.

Three Colloquium Models

One of the puzzlements about the pedagogical colloquium is what, exactly, we would want the candidate to talk about. This is an important question, and the answers certainly will depend in part on the discipline or field of study. (In some quarters, I've even begun calling the pedagogical colloquium the "disciplinary teaching colloquium," to emphasize that it is an occasion not for soliloquies on teaching per se but for explicitly addressing the challenges of teaching in the discipline, interdiscipline, or profession.)

For starters, I'd like to propose three possible models.

The first would be a **course narrative or course argument** model. One of the questions that often gets asked of job candidates now is: "What would you like to teach?" A relatively simple next step would be to ask the candidate to walk us through that course, either in the form of a narrative or an argument, and to use the actual or proposed syllabus as a handout for his or her colloquium presentation.

The task of the pedagogical colloquium in this model would be to explain how the course is experienced by both the teacher and the students — what they do, and what they learn. What are some of the problems of teaching the course? And why is a course so organized and focused really *important* to teach? What ideas and activities were included, which were excluded, and why? In other words, why is this course an important experience for students to have if they are to understand the discipline?

An objection that some might make to this model is that it focuses more on curriculum than on teaching per se. But I assure you that it gets to questions of pedagogy, and to the "philosophy of education," in ways that are wonderfully particular and telling. Rather than grand abstractions ("I'm in favor of active learning"), the candidate would talk about quite particular aims and methods: "Notice," he or she might say, "that each of these three assignments gives the students an opportunity not only to think like an historian but to engage in a different aspect of historical inquiry. And one of my goals is for students actively to experience

(continued on p. 8)

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by Heidi Byrnes

My experience with the pedagogical colloquium is as a member of the German Department at Georgetown University, and it's important to understand a bit about that setting. A first thing to understand is that the department combines two major disciplinary areas — literature and linguistics. So, the department comprises people with very different ways of constructing their professional identity — people who think of themselves, as some of the linguists tend to do, as social scientists, and people who think of themselves as humanists. A job search brings these differences and tensions to the foreground. As a result, we have been interested for some time in reshaping our search process.

Reshaping the Search Process

Our reshaping began with our putting more emphasis on the discussion that followed the candidate's research presentation. The discussion allowed members of the "other" discipline an opportunity to probe for larger meaning in what (typically) was a narrowly focused research project, and it also became a way for all of us to assess a candidate's pedagogical skills . . . by judging the nature of the interaction.

This emphasis on discussion was arguably a step forward; but increasingly, we found that we wanted to take a further step and invent a process that would allow us to look at candidates as future colleagues and contributors to our collective (and interdisciplinary) departmental enterprise. Especially, we needed to know more about what these candidates could contribute to a campus that prides itself, I think quite correctly, on quality teaching.

And so we began giving candidates a set of instructions, as follows:

(continued on p. 9)

what it feels like to do historical work, even if they'll never do it again." Now there we're beginning to get an intersection of the disciplinary discourse and the pedagogical discourse.

A second model would be a **colloquium centered on an essential idea or concept.** Each of us who is experienced as a teacher knows that there are some ideas in our field that are devilishly difficult to teach . . . or rather, they're easy as hell to teach, but hard for students to learn.

For example, one of the most resistant ideas for teachers of English is the concept of "theme." Of course, English teachers know what they mean by "theme"; but if you really start unpacking the notion, it's not a very easy idea. Would we say, for instance, that theme is what the story is *about*? Well, yes and no. And how many themes are there? Is there just one, or a few? At Stanford, we've done some case studies at the high school level of teachers trying to teach theme, and feedback from the students makes it clear that the concept is often terribly misunderstood. Similarly, in math, how many students really understand what a derivative is? I don't mean whether they can calculate one, but whether they understand the idea conceptually. Or how about the concept of "tropism"?

The point is that in a concept-centered pedagogical colloquium, the candidate would take one of these hard ideas and explore some ways that he or she has tried (or proposes) to teach it.

The third model is the **dilemma-centered colloquium.** This model, like the prior one, assumes that some aspects of teaching are inherently problematic, and it invites the candidate to reflect publicly on his or her thinking about and approach to one or more of these key pedagogical dilemmas. What, for instance, is the right balance between breadth and depth in an introductory course? How can teachers make students authentic participants in the process of inquiry and still maintain appropriate kinds of responsibility? How can teachers use group work in large engineering classes and still hold individual students accountable for their work?

In this third model, we would urge the candidate to stay discipline-specific, and to offer concrete examples from his or her experience, if possible.

> **The pedagogical colloquium could begin to change how a department assists faculty to develop over time, and how it rewards them for accomplishments in teaching.**

These three models overlap some. And of course there are other possible models, such as having a candidate actually teach a class. What I envision and hope for is a time when we have a variety of protocols that can be adapted to different disciplines, settings, and purposes.

One benefit of the pedagogical colloquium would be for graduate education. For institutions to give explicit attention to teaching during the hiring process would encourage attention to teaching as part of the antecedent graduate program experience. At the least, the pedagogical colloquium gives advantage to graduate programs that already have in place sophisticated pedagogical training programs.

Looking ahead, I would further hope that as use of the pedagogical colloquium in hiring spreads, those of us teaching graduate students would spend time helping our students become reflective about their teaching, even assisting them to prepare and rehearse their pedagogical presentations — as we already do on the research side.

But the pedagogical colloquium could bring benefits not only to graduate education. The hiring department or campus and its faculty also benefit from the discussions within the unit that would necessarily be prompted by the pedagogical colloquium.

For starters, if four or five candidates for a position each give a pedagogical colloquium, the department needs to evaluate what it has seen. This means that it would be the responsibility of those conducting such evaluative discussions to get beyond the purely technical ("she told good jokes" or "he didn't turn his back to the audience for more than eleven minutes at a time") to the substance of what each candidate said. Such discussions around hiring can become the seedbed, the rehearsals, for comparable conversations among colleagues within a department, as we move toward the peer review of teaching as an aspect of departmental culture.

Second, the pedagogical colloquium could begin to change how a department assists faculty to develop over time, and how it rewards them for accomplishments in teaching. Consider, for instance, that if a department is hiring a candidate because it sees a particular sort of promise in the person pedagogically, it might then want to track that promise over time. In other words, the pedagogical colloquium would provide departments the opportunity to rethink the kind of information they gather and the feedback they give related to teaching effectiveness. And I think they would rapidly discover that under current circumstances they have absolutely no access to any of the data that would be most relevant. So, the pedagogical colloquium would create a need to begin collecting new kinds of data.

Finally, the pedagogical colloquium would bring benefits by addressing an otherwise unmet obligation. I'm struck that the question I get asked most often about the colloquium is: "Isn't it *unfair* to ask new doctoral students, or persons we hire laterally from industry in science and engineering programs, to make such a presentation about their teaching?"

Now, I find that question very interesting. If those asking the question were presented with a candidate for a faculty position who had never done research, it wouldn't occur to them to ask whether it's fair to ask that candidate to talk about his or her *research* qualifications . . . but they *will* raise this question of fairness about asking the candidate to talk about teaching.

My response to such questions is that anything is fair if you give people ample warning of what they're going to be asked to do. In fact I'd go a step further, by saying that if (a) they have ample warning and (b) the request is directly connected to the job they're going immediately to be given to do if they're hired, then asking for evidence of teaching promise or effectiveness is more than fair . . . it's obligatory. We owe it to ourselves and our students. ■

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First, we asked for **an opening statement focused on their intellectual history in their field.** We wanted to hear the story of how they came to their current questions and dispositions as scholars. This segment (though we asked candidates to limit themselves to about ten minutes) turned out to be very informative. In fact, it was much more informative than the typical research colloquium, which often is the first chapter or maybe the conclusion of the candidate's dissertation and too narrowly focused for most of the audience to assess.

Second, we asked for a more traditional **research colloquium, but with heavy emphasis on the question-and-answer part.** This segment was to be no longer than thirty minutes, with at least twenty minutes of Q&A thereafter.

The final thing we asked for was what I see now being referred to as a **pedagogical colloquium,** though we didn't use that term. In this third segment, we talked to candidates about bread-and-butter courses. "Every department has them," we explained. "To some extent they're loathed, to some extent they're liked; either way, they must be taught. On the linguistics side of the house, one such course is Introduction to Linguistic Theory. (On the literature side, it's Introduction to Literary Theory.) So, we want to hear from you how you would conduct that course. What approach would you take? What topics would you include?"

Using Lee Shulman's terms, this segment might qualify as a "course narrative" colloquium . . . or as a "dilemma-centered" colloquium, because introductory courses usually *are* problem courses.

We also asked candidates to give us a sense of how they would sequence the course materials, and how long they would spend on particular issues, because that tells us something about how they conceptualize the course. And finally, we asked them to tell us something about the nature of student participation and engagement, and how they proposed to assess student learning.

What Happened

First, the focus on teaching gave us a much better look at the candidates; we learned things about them we would never have gotten out of the straight research colloquium. In a recent search, for instance, the most compelling candidate in the end came at the question of the introductory course from a totally different perspective, proposing to take a sociolinguist data-driven approach.

Increasingly, we found that we wanted to invent a process that would allow us to look at candidates as future colleagues and contributors to our collective (and interdisciplinary) departmental enterprise. Especially, we needed to know more about what these candidates could contribute to a campus that prides itself, I think quite correctly, on quality teaching.

Whereas such a course typically is organized historically, she proposed to come at the subject with a data source of medieval German texts, which was telling in a number of ways. Her plan to use a computer database implied that she was not just going to "stand and deliver" about abstract concepts; instead, students were going to draw the concepts out of these medieval data.

What this told us was that she saw linguistics as an essentially social enterprise, which was good to have on the table early on. Not everyone in the audience conceives of the field that way; some see linguistics essentially as a cognitivist or formalist enterprise. But from her colloquium we were able to see that this particular candidate would have a different point of view and would contribute richness to the department's conversation.

We also got a sense of the scholarly standards of the candidates, because they had to speak to modes of student assessment. Also revealing was their discussion of the extent to which they felt an instructor could accomplish certain things by the end of the course. How realistic were they about that? What did they exclude, and on what basis? And were they able to see where other courses in the curriculum would pick up on the groundwork laid by theirs?

That last insight was very telling — whether a candidate had a sense of the entire curriculum. Every serious candidate will have looked at your catalog descriptions. But their ability then to locate a specific course and its issues within the larger curriculum gave us a sense of how the candidates saw themselves within our context and the extent to which our program differed from what other German departments are doing.

A second benefit was that our new hiring process allowed us to compare candidates more substantively . . . something we hadn't anticipated. For research, the level of specialization, even within applied linguistics, makes it essentially impossible to compare candidates directly. When it comes to teaching, however, comparisons were possible. So, in a curious way, what we had started out focusing on — namely, the research colloquium — engendered less discussion; the center of our deliberations was actually how the candidate approached the field, as revealed through issues of teaching and learning.

Third, the new colloquium model reinforced a sense of community in and across departments. Given the interdisciplinary nature of the German Department, we invited to the colloquium some key people from the Linguistics Department (which at Georgetown, as you may know, includes some of the major sociolinguists in the country, author Deborah Tannen among them). The idea was that the agreement of colleagues by other departments to be part of the process would in itself be a wonderful statement of collegiality around issues of teaching; it would tell the candidates something about what we value. That other departments have a stake in your department's hiring, I think, is an important message to send to a candidate.

Relatedly, our focus on teaching allowed for much better participation of the entire audience. Not everyone can participate in an in-depth discussion of every dissertation topic, but on broader issues of teaching and curriculum, most faculty can query intelligently. And, interestingly, teaching and curriculum seem to provoke faculty to ask questions that are genuine, rather than the kind primarily for display and grandstanding. Having an authentic collegial discussion makes an important statement about how faculty at this institution wish to interact with one another.

Our graduate students also were able to participate in the process more fully because of the focus on teaching; many of them had, after all, lived through Intro to Linguistic Theory themselves. They knew in a personal way the ground being covered, and they had substantive contributions to make, asking questions and offering opinions.

In the end, we found ourselves thinking how much more certain we could be about having chosen the right candidate to be our future colleague by our close attention to teaching in that pivotal moment that hiring is in any department. ■

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An Invitation To Tell Your Story

Lee Shulman's and Heidi Byrnes's comments at the conference session from which this article is drawn prompted wonderful contributions by audience members, many of them offering models from their own campuses of what the authors call the "pedagogical colloquium."

During the hiring process for faculty positions, how does *your* campus evaluate the teaching of candidates — be they fresh out of graduate school or senior professors? What variations on the models offered by Shulman and Byrnes can you add to the picture? What issues need to be thought about in choosing among (and combining) models?

The AAHE Teaching Initiative invites your stories, examples, materials, and thoughts about the process(es) your campus uses in evaluating the contributions that candidates for faculty jobs can make to effective teaching in your setting.

Send to: Pat Hutchings, Director, AAHE Teaching Initiative, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: 202/293-0073; e-mail: aaheti@capcon.net.

BEYOND MULTICULTURALISM TO AN INTERCULTURAL VISION

An argument for foreign language learning.

by Daniel Shanahan

My colleague was older, thoughtful, the daughter of Depression-era Polish immigrants, and now a respected teacher of literature: an object lesson in the success of the American Dream. But when the conversation turned to bilingual education for Hispanics in the American Southwest, her face grew uncharacteristically tense. "Well, I think it's all nonsense," she said, agitatedly. "My parents had to give up their language when they came to this country, why shouldn't these people?"

Today's debate over multiculturalism in American society is, at least in part, laced with the differing responses of different sets of groups to a common experience: the encounter with the larger society's demand that they "mainstream" themselves culturally.

Groups in one set feel that their unwillingness, or inability, to launder ethnic traits has unfairly led them to be marginalized in American society; they demand recognition of their ethnic heritage as a way to establish themselves in relation to that mainstream.

Those who argue for multicultural education insist — rightly, I believe — that recapturing a strong ethnic identity is one way for such marginalized groups to gain badly needed self-confidence . . . and, in turn, make viable contributions to the society. For groups such as Hispanic Americans, language is central to the struggle for identity, and bilingual education is a vehicle for developing self-confidence in children with a Hispanic heritage.

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In the other camp are groups who successfully abandoned or toned down their ethnic identities, who feel that such a sacrifice is part of becoming American. In their eyes, things such as multicultural or bilingual education offer privileges and special treatment to other immigrant groups that were never extended to them or their ancestors.

These sets of perceptions reflect unresolved tensions in American society between individual rights and social obligations. Moreover, the intensity of the emotional attachment each group feels toward its position has led to a gridlocked discourse, obscuring broader questions about American democracy raised by the multicultural debate. For beyond the entrenched positions lie questions about America's ability to go beyond the multicultural vision, questions that play a critical role in our survival in a global environment.

And nowhere are the costs of that gridlock more apparent than in the discussions related to language.

Taking a Global View

If one lifts the debate over something like bilingual education out of the labyrinth of America's cultural history and situates it instead in the global context that is the reality of today, tomorrow, and the foreseeable future, the implications are dramatic.

In that global context, it is clear that America needs — desperately — to develop language competence far beyond even that which visionary educators call for, and fail to get. To make *any* argument against *any* group in America receiving additional education in a language other than their native tongue is as short-sighted and as self-defeating as it is to argue for the prohibition of robotics research because it might one day cost Americans jobs.

The absurdity of the latter argument is obvious because the wave of the future so clearly demands technological innovation; the argument against bilingual education is less clearly absurd in part because we have allowed ourselves to become so naive about the importance of language skills in the world of the future.

But those of us with more progressive attitudes toward multiculturalism and language learning should avoid self-congratulation, for it is quite clear that we have not succeeded in broadening the discussion about either multicultural or multilingual education beyond the mere question of just compensation due marginalized groups. While that argument might be valid and right, it generally makes its point only with the converted.

Moreover, there is a more persuasive argument to be made, which links language and culture, which promotes democratic principles, *and* which points us toward an underlying benefit for *all* Americans.

Beyond Multiculturalism

Much fear of multiculturalism springs from anxiety that a heightening of ethnic identification will bring about the balkanizing of American culture. For the most part, this is a fear that is exaggerated and even hysterically exploited.

But, at the same time, the ethnically motivated atrocities in Bosnia, in Rwanda, in the Indian subcontinent, warn that a strong sense of ethnic identity does not, in and of itself, guarantee mutual respect *between* groups. In some situations, ethnic identification can, indeed, become a force that tears apart the cultural fabric rather than weaving new threads into an evermore rich and complex pattern. So enhanced ethnicity is not enough: We must be prepared to go *beyond* multiculturalism.

To continue to develop as a truly democratic society, one prepared to confront the challenges that exist in the global environment of the twenty-first century, Americans must develop an *intercultural* vision. That is to say, we must not simply teach ourselves and our children to accept other cultures, we must all learn to *cross over* cultural boundaries, to transcend cultural differences and *experience* other cultures at the same time that we accept them.

Ironically, the adage is older than multicultural America itself: "to walk a mile in another's moccasins." Yet the insight implied therein is fundamental to a society's ability to maintain multiculturality once it has been established. For a multicultural society cannot endure unless it gives its members the skills to empathize with — that is, *experience as if they were one's own* — values, goals, and presuppositions not their own.

We speak of the importance of new technologies for surviving the world of the twenty-first century: Nothing will be more essential to survival as a country or a culture in the future than the ability to foster intercultural skills. And nothing contributes more to those skills than learning a foreign language.

Language Learning

Among the areas of research that have been greatly neglected as a result of the low priority America places on the learning of foreign languages is the emotional gestalt that language learners experience as they begin to recast certain thought processes they once considered unalterable.

As a language learner approaches the deeper aspects of that learning, from syntactical structures to discourse strategies, he or she is forced into a broadly different frame of mind, one that increasingly opens up new horizons on the way the world can be perceived and conceived. To learn another language is, in effect, to shed one's cultural skin and put on the skin of another.

This fundamental shift in thought processes, when combined with the attendant cultural nuances that can and must be absorbed in any serious study of another language, becomes a powerful engine in the service of intercultural education — *the process of learning to see things from a perspective radically different from the one in which we have been socialized from birth.*

Developing the skills necessary to making that shift is essential both to strengthening the foundations of a democratic society *and* to maintaining its competitive edge in a global environment.

Of course, learning a foreign language contributes to an intercultural vision only if that learning goes beyond vocabulary, beyond grammar and syntax, even beyond familiarity with the culture's great literature. To take students and teachers beyond multiculturalism requires language teaching and learning that is a deep encounter with the culture or cultures where that language is spoken. Year-abroad programs, service-learning, and homestays by foreign students — and on a much broader scale — will need to be supported if America is to realize the true potential of foreign language learning.

The learner and the teacher must, as Claire Kramsch puts it in her *Context and Culture in Language Teaching* (Oxford, 1993), discover "the interstices between the cultures the learner grew up with and the new cultures he or she is being introduced to." Truly enlightened language learning forces us to occupy "third places," Kramsch says, and it is only once we are comfortable in those third places that we can begin to go beyond ourselves, beyond mere acceptance of others, and into the genuine mutual understanding that an intercultural vision brings.

How Will America Respond?

Those who champion multiculturalism must learn to see foreign language teaching as an essential strut in their platform for a new America and support it. Those who object to multicultural education because it appears to play favorites must learn to see language learning as an important step toward maintaining the America they feel multiculturalism threatens.

Both sides must go beyond the domestic political agendas they have attached to issues such as bilingual education and recognize that bilinguality is a powerful tool for young people of any ethnic background . . . that children who are bilingual by virtue of unlaundered ethnic traditions preserved in the home can be powerfully positive resources for their monolingual peers . . . and that any and every American child deserves the opportunity to participate in the world of the future that intercultural education provides.

If we are a truly democratic culture, we must search for rationales of community. Interculturality provides the basis for such a rationale, and acquiring foreign language skills is an essential step in making that rationale a viable foundation for living.

If we embrace the challenges posed by an intercultural perspective, we will empower and humanize our entire society for generations to come. If we fail to do so, we condemn America — *all* Americans — to a future of myopia and decline, discontent with itself and helpless in a world of rapid change with which it will never catch up.

The question is, in the end, an evolutionary one. America's resistance to language learning is so strong as to raise the suspicion that cultures, like chromosomes, bear coded material that only mutation or environmental pressures can change: Somewhere in the cultural code of mainstream America lurks a cultural "gene" that resists the idea of speaking a language other than English. And among the environmental pressures that favored the trait was the historical need to launder one's ethnic identity — especially one's native language.

Perhaps such a code really exists; perhaps it is simply an apt metaphor for expressing the magnitude of the task facing foreign language teachers and learners. What is quite clear is that we have the elements we need to produce a recombinant intercultural gene, and that widespread language learning might well be the enzyme that will catalyze the recombinant process.

In a world increasingly beset by the dual pressures of globalization and ethnic rivalry, America's multicultural history and democratic aspirations perhaps uniquely give us the means to transform those pressures into vehicles for change. It only remains to be seen whether or not we have the evolutionary wisdom to respond.

A concrete step toward "interculturalism."

CONTENT-BASED INSTRUCTION

by Barbara D. Wright

The immersion in a different language and culture that author Daniel Shanahan calls for is not just pie in the sky — it's happening on more and campuses. Arguably the best way to promote that kind of multicultural experience is through a new approach to language learning called "content-based instruction," or CBI. CBI focuses not on memorizing vocabulary or drilling grammar; instead, students use the second language as a *medium* to gain access to content of compelling interest to them — for example, in their major or professional field. Here's just a sampling:

- **For nearly a decade now, the University of Rhode Island, with a double-degree program in German and engineering, has trained students to function with equal ease in either the United States or Europe. Many other institutions are following suit. FIPSE funding helped to get things going.**
- **In the mid-1980s, St. Olaf College, Earlham College, and Brown University led the way in integrating foreign language with study of traditional liberal arts disciplines. With funding from NEH's "Spreading the Word" program and guidance from these pioneers, dozens of institutions now are introducing their own foreign-language-across-the-curriculum programs.**
- **The University of Connecticut's FIPSE-funded "Spanning" program enables students in nursing and allied health to increase their Spanish proficiency, do part of their coursework in Spanish, then transfer their language and culture skills into the clinic or the community.**
- **Under San Diego State University's FIPSE-funded MEXUS program, students from the United States and Mexico live and study for two years in Mexico and two years here. They receive both a B.A. in international business and a licenciatura en nogocios internacionales.**
- **Eastern Michigan University's Department of Foreign Languages and Bilingual Studies has become a national leader in integrating language studies with professional preparation in a wide range of fields.**

These campuses show that at least one concrete way already exists to develop in students the intellectual and affective ability to "walk in another's moccasins" and be the richer and wiser for it. ■

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AAHE NEWS

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AAHE Assessment Forum
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June Conference Highlights

The May 26 registration deadline is fast approaching for the 1995 **AAHE Conference on Assessment & Quality,** *June 11-14*, in Boston. (You can still register after May 26, but your registration will be processed on site and a $20 late fee added.)

"Improving Learning: Forging Better Connections Between Assessment, Quality, and Accreditation" is the unifying theme for this 10th anniversary conference. Highlights include a dozen featured speakers from A(twell) to Z(emsky), 120+ concurrent sessions reflecting the varied worlds of assessment and quality improvement, more than 30 workshops, consulting breakfasts, highly interactive "talk show" sessions and "Wednesday Morning Specials," special-interest reflection groups, poster sessions, book discussions, publishers' exhibits, and much more.

Recent additions to the conference program cornucopia include a concurrent session on restructuring higher education financing to pay for quality, with **Thomas Kean** (former New Jersey governor and Drew U. president), **Judith Eaton** (president of the Council for Aid to Education), and **Ted Fiske** (author and former education editor of the *New York Times*); a panel on ensuring minority achievement through system change, led by **Diana Natalicio** (president of UT at El Paso); a roundtable on assessment in the new political environment with **Charles Lenth** (ECS), **Peter Ewell** (NCHEMS), and others; and a commissioned paper on British perspectives on systemic change and learning organizations by **Lewis Elton** (University College London).

Kean

Elton

Natalicio

If you haven't yet received a "Conference Preview" — complete with conference registration and hotel information — contact Liz Lloyd (x21), project assistant, AAHE Assessment Forum; fax 202/293-0073; elloyd@capcon.net.

The Education Trust

Call for Proposals

Last month, the call for proposals and participation for AAHE's **6th National Conference on School/College Collaboration** — "Accelerating Reform in Tough Times: Focus on Student Learning K-16," *October 26-29, 1995*, in Washington, DC — was inserted into the *Bulletin*. Get your proposals in soon; the deadline is *June 19!*

AAHE Technology Projects

Attend a Summer TLT Workshop

AAHE's Teaching, Learning, and Technology (TLT) Roundtable program announces two summer convenings, both to be held in Phoenix, AZ:

- A workshop on *July 14-15* to train teams from institutions interested in developing and launching their own local TLT Roundtable.
- A small working seminar on *July 16-18* for institutions that have already begun local TLT Roundtables; participants will develop more advanced activities and materials both for their own institution and for the Roundtable program.

Led by **Steven W. Gilbert,** director of AAHE Technology Projects, the TLT Roundtable program encourages, guides, and assists individual campuses in developing their own campus-wide planning and support systems and in working on projects with other institutions. More specifically, it seeks to help participating colleges and universities support better selection and use of the rapidly growing range of instructional choices (print, digital media, face-to-face meetings, telecommunications, etc.) The program strives to help campuses serve both the learning needs/preferences of students and the teaching capabilities/preferences of faculty.

Roundtable elements. The premise of the Roundtable program is that to achieve the best in teaching and learning while controlling costs, a college or university needs continuing communication, cooperation, and collaboration among a range of faculty and academic support services. Accordingly, each local Roundtable should have:

- *two categories of faculty represented* — faculty who already have begun using information technology in their teaching, and those who have not. Other categories might be tenured/untenured, full/part-time, and graduate teaching

(News continued on p. 16)

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus news of note . . . fax, mail, or phone me items, this is your column.

PEOPLE: It was springtime in Vermont, lots of sun, as I visited AAHE members at Castleton State and witnessed the happy inauguration of **Martha Farmer** as president . . . state-college chancellor **Chuck Bunting** presided, with grace. . . . Also had a chance to visit with **George Keller** in Baltimore (410/448-5930) . . . George left Penn last summer, has Pew support for a new book on the disjunctures between higher education and a changed society. . . . Rockland CC provost **Gail Mellow** used AAHE's March National Conference to hatch plans for a revitalized Community College Network member group. . . . AAHE's prexy **Russ Edgerton** is this year's recipient of NASPA's Outstanding Contribution to Higher Education award, conferred April 10 in San Diego . . . at that student-affairs meeting, **Jon Dalton** of Florida State assumed the 1995-96 NASPA presidency. . . . Later this month, UM-Dearborn chancellor (and AAHE Board member) **Jim Renick** convenes heads of 26 large, commuter-oriented universities for a look at their particular problems (and opportunities). . . . Finally, sad to report, Redlands' provost **Frank Wong** succumbed to cancer, Thursday evening, April 13th.

Keller

Edgerton

Renick

YOU SAY COLLABORATIVE . . . : Ken Bruffee's cover article in the January/February *Change* contrasting cooperative vs. collaborative learning set off a small storm of controversy among proponents of the two . . . enter LaGuardia's **Roberta Matthews** who got leading lights from the two camps together (for the first time) to hash out their shared emphases and differences of approach . . . you'll see the very useful resulting statement in your July/August issue . . . in addition to service on the AAHE Board, Roberta heads our Collaboration in Undergraduate Education (CUE) Network . . . **Jim Cooper** of CSU-Dominguez Hills is your contact for the Network for Cooperative Learning in Higher Education.

Matthews

Yoder

Cartwright

MORE PEOPLE: Very best wishes to new presidents **Gary Oertli** (Shoreline CC), **Susanne Woods** (College of Wooster), **Lauren Wilson** (Marietta), **J. Michael Orenduff** (New Mexico State), and **Paula Rooney** (Dean College) . . . and to new VPAAs **Robert Golden** (Keene State) and **Thomas Trebon** (St. Norbert). . . . Harvard's **Dave Breneman** tapped for the Ed school deanship at UVa. . . . **Orville Yoder** accepts a call to head the Mennonite Board of Education.

AAHE BOARD: The Board paid fond and admiring farewell April 28th to members whose terms expire this summer: Kent State's **Carol Cartwright,** Arizona State's **Laura Rendon, Uri Treisman** of UT-Austin, and Tucson-based science writer **Sheila Tobias**. . . . Carol (the past chair), **Jim Renick,** and **Ann Duffield** (of the Pew Roundtable) were the nominating committee behind a wonderful slate of Board candidates for next month's election, so watch for your ballot and give it some thought. . . . At its April 28-29 meeting, the Board used its power of appointment to sign **Tom Ehrlich,** president emeritus of Indiana U, to a four-year term, signalling AAHE's increased involvement in issues of service-learning.

A&Q: As I write, the fax machines here are abuzz with inquiries and registrations for our June 11-14 Assessment & Quality Conference . . . it's AAHE's first large conference in Boston, a city to see in June . . . let's say hello there! ■

assistants;

- *four or more campus service organizations represented* — those that serve the needs of both students and faculty, such as the library, academic computing, the campus bookstore, a faculty development group, student affairs, or a teaching/learning center;
- *active involvement of the chief academic officer* — possibly, but not necessarily, chairing the group;
- *an identified coordinator* — to serve as the AAHE TLT Roundtable liaison, and to encourage and promote inter- and intrainstitutional exchanges of information via on-line discussions, regional activities, and collaborative projects; and
- *long-term institutional commitment* — because issues related to teaching, learning, and technology will not be "solved" in a short time; specifically, the Roundtable program encourages and helps in the achievement of short-term objectives and the development of long-term goals.

For registration information for either of the summer events, or general information about the TLT Roundtable program, subscribe to the AAHESGIT Listserv by sending e-mail to the address: LISTPROC@LIST.CREN.NET with the message: SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME; or contact Ellen Shortill (x38), project assistant, AAHE Technology Projects; SHORTILL@CLARK.NET.

Board of Directors

AAHE members, exercise your right to vote in AAHE's upcoming Board of Directors election! This is your chance to influence AAHE's future. Expect to receive your ballot by mail in early June. New Board members will take office July 1.

Important Dates

Tenth AAHE Conference on Assessment & Quality. Boston, MA. *June 11-14.*
- **Registration Deadline.** *May 26.* Late registrants will be processed on site and are subject to a $20 late fee.
- **Refund Deadline.** *May 26.* Refunds will be made after the conference.

National Education Computing Conference. See October 1994 "AAHE News" for details. Baltimore, MD. *June 17-19.*

AAHE 6th National Conference on School/College Collaboration. See April 1995 *Bulletin* for the "Call for Proposals." Washington, DC. *October 26-29, 1995*
- **Call for Proposals Deadline.** *June 19.*

AAHE TLT Roundtable Summer Events. Phoenix, AZ. *July 14-15 and July 16-18.*

Reflective Teaching Conference. Vancouver, British Columbia. *July 30-August 2.*

Zimbabwe Study Tour. *August 4-17.* Contact AAHE to request a brochure.
- **Balance of Payment Deadline.** *May 31.*

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

MEMBERSHIP (Choose one)
Regular: ☐ 1 yr, $80 ☐ 2 yrs, $155 ☐ 3 yrs, $230 ☐ Retired / ☐ Student 1 yr, $45
(For all categories, add $8/year for membership outside the U.S.)

CAUCUSES (all are open to all AAHE members; choose same number of years as above)
Amer. Indian/Alaska Native: ______ yrs @ $10/yr
Asian/Pacific: ______ yrs @ $15/yr
Black: ______ yrs @ $15/yr
Hispanic: ______ yrs @ $25/yr
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Women's: ______ yrs @ $10/yr

Name (Dr./Mr./Ms.) ______________________ ☐ M/☐ F
Position ______________________ *(if faculty, include discipline)*
Institution/Organization ______________________
Address (☐ home/☐ work) ______________________
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AAHE

June/1995 Volume 47/Number 10

From Tenure to... New Pathways

Reframing the Debate, A New AAHE Project

1995 National Conference

Words and Pictures

The New Public Landscape

Where Higher Education Stands With Leaders and the Public

BY DEBORAH WADSWORTH

PLUS: COMMENT BY SIDNEY HARMAN

■ **AAHE NEWS**

■ **'96 FACULTY ROLES & REWARDS: CALL FOR PROPOSALS**

■ **BULLETIN BOARD by Ted Marchese**

AAHE
AMERICAN ASSOCIATION FOR HIGHER EDUCATION

In this issue:

With this June issue, the *Bulletin* completes its 1994-95 publishing year. Soon enough, its editorial team will begin setting lineups for next year. And that process will be informed by suggestions we received from you on the feedback card that was inserted in the December 1994 issue. On that card, we asked you to rank each feature article (September-December). We've tallied those rankings, and will use them to draw conclusions about right topics, formats, authors, and the like.

We also invited your suggestions and comments. As might be expected, that feedback was wide ranging, sometimes even contradictory: from the usefully negative ("Articles ramble too much, lack focus and point, some are too long."), to the glowingly positive ("Great ideas, compact format. . . . Alone is worth the price of membership."), but always valuable.

To the team's own list of article ideas, we'll be adding yours, among them "NPB developments, SPREs." . . . "New degree program to match the 'information age'." . . . "Relationship between 'learning organization' approach and college/institutional effectiveness." . . . "Arguments for/against 'market pay'." . . . "More on student self-development as it relates to the adult learner," and more.

In this issue, on page 20, we complete the cycle with a clip out, fax/mail back coupon that covers the feature articles for February-June. Have a good summer. See you in September.

—BP

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

FROM TENURE TO... NEW PATHWAYS

Reframing the Debate

A new AAHE project invites your participation.

Russ Edgerton interviews
Richard Chait, Judith Gappa, and R. Eugene Rice

At a weekend retreat last summer, AAHE convened a group of eighteen educators to discuss possible responses to the emergence of tenure as an issue of press attention and public debate. After a fall and winter of development, AAHE president Russ Edgerton unveiled the resulting project — **"New Pathways: Faculty Careers and Employment in the 21st Century"** — at AAHE's March 1995 National Conference on Higher Education. The project is being undertaken in partnership with the Center for Higher Education Governance and Leadership at the University of Maryland.

The aim of the New Pathways project is to deepen the emerging national discussion about tenure and cast it in broader terms, through a two-year effort of policy studies, monographs, and special forums. If campuses are receptive and the climate is right, AAHE and the Center then will act as a resource to campuses interested in actively implementing new career paths and employment arrangements for their faculty.

Leadership for the project will be provided by a four-person team. **Russ Edgerton** will continue to be actively involved. **Gene Rice,** of AAHE's Forum on Faculty Roles & Rewards, will direct the project, plus pursue an investigation related to "reenvisioning faculty careers." **Richard Chait,** professor of higher education and director of the Center for Higher Education Governance and Leadership, will investigate "creative employment arrangements." And **Judith Gappa,** professor of educational administration and vice president for human relations at Purdue University, will undertake special studies related to both those areas. An advisory committee, yet to be announced, will guide the project team.

As the project got under way, Edgerton, Rice, Chait, and Gappa (she by speakerphone) convened to debrief initial reaction to the project's announcement and to plan next steps. The team hopes that bringing you into their planning session will help motivate you to become involved in this exciting new undertaking.

—*Eds.*

Edgerton

EDGERTON: Well folks, we're off and running. I hope you were as pleased as I was with the initial reactions and response to our announcement.

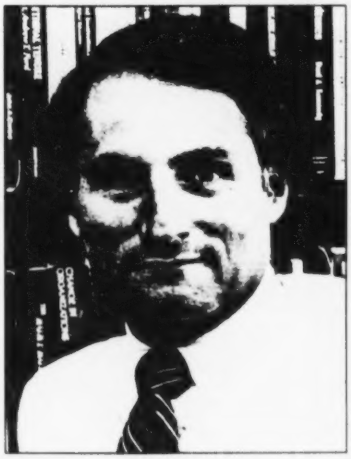
CHAIT: The level of interest is quite extraordinary. I have two concerns: whether we can find ways to stay in two-way communication with all the people who want to be party to the conversation, and whether we can meet the tide of rising expectations about the ideas that might come forth.

RICE: I've been in contact with all three major faculty organizations: the American Association of University Professors (AAUP), the American Federation of Teachers (AFT), and the National Education Association (NEA). They understand that tenure is on the table and are beginning to recognize that the best defense is to engage in a serious exploration of the issues. This is a different climate than we've had in the past.

EDGERTON: I thought the March 31st story in *The Chronicle*, "Tenure Reexamined," was exceptionally well done. It framed our effort in a way that included all the subtleties we were concerned about.

THE NEW CONTEXT

EDGERTON: *Bulletin* readers will want to know why we are launching this project at this particular time. Our project description paper (see Note) talks about how we see a number of forces converging that all raise questions



Chait

Gappa

Rice

about tenure and other issues of faculty employment. Say a word about this.

CHAIT: One pressure is that the public finds it increasingly difficult to comprehend the notion of lifetime employment for faculty in a societal environment of economic dislocation, when even white collar workers in corporate America are being laid off in massive numbers. A second pressure is that more and more populations have started to question not whether tenure itself is viable but whether there can be only one possible track, a monorail, that one boards at the outset of a career . . . that goes along a single track and makes only one major stop at the junction called tenure.

A third pressure is more managerial; tenure does not allow institutions to be as nimble as some managers, especially managers of institutions under financial stress, think they must be.

RICE: I'd add, from the perspective of my interest in changing faculty roles and rewards, that looking at the fit between faculty work, institutional missions, and changing social needs drives you to questions about tenure . . . not necessarily about whether tenure should exist, but certainly about the criteria for awarding tenure, the role that the disciplines should play in the process. Those issues have been high on the agenda of the Forum on Faculty Roles & Rewards from its inception.

CHAIT: The CBS *60 Minutes* piece ("Get Real," by Lesley Stahl, February 26, 1995) indicates how tenure gets caught up in the public mind with the "teaching vs. research" issue and faculty neglect of the teaching function.

EDGERTON: Judy, you need to get in on this.

GAPPA: My perspective comes in part from the book that David Leslie and I wrote, *The Invisible Faculty* (Jossey-Bass, 1993), about part-time, nontenure-track faculty who are the "have nots" in the picture. We're going to lose a lot of talented faculty members unless we figure out much better ways to fit these people into rewarding academic careers. Also, in my work at Purdue, and previously at San Francisco State University, I encounter too many faculty who are having real difficulty during the tenure probationary period, both personal and professional difficulties.

EDGERTON: Discussion about tenure often assumes that the pressures for change are all external to the academy. You're saying that there are faculty colleagues *inside* the academy who have problems with the system.

GAPPA: Right. I'm concerned about what is happening to people who aspire to an academic career but can't pursue it because the system is too rigid to accommodate their needs.

EDGERTON: People such as? . . .

GAPPA: Such as women. Women are much more prevalent in nontenure-track positions than in tenure-track positions. They constitute about 42 percent of the nontenure-track appointments compared with just 27 percent of the tenure-track appointments. And this isn't because of their academic qualifications. It's because many can't take on a full-time tenure-track appointment and at the same time fulfill all their other nonacademic responsibilities, such as child rearing. And many don't want to. They want a different kind of career, and they want employment alternatives.

These balancing-act dilemmas increasingly affect men and both members of dual-career couples. They also affect minority faculty members, who are expected to take on all kinds of community service commitments in addition to their scholarly work in teaching and research.

CHAIT: Let's also remember that there are lots of faculty who came into higher education in the 1960s and now are approaching retirement age. The internal/external pressures dichotomy doesn't capture what is really going on, which is a fundamental shift in the context of the workplace.

. . . AND HOW TO RESPOND

EDGERTON: And yet, even with

all these factors that you all have mentioned, I know very few presidents or provosts who would dare suggest that tenure should be on the docket for campus discussion. So this brings us to one of the goals we hope this project will achieve — to make the topic of tenure safe for discussion.

RICE: Somewhere in here is a peculiar irony. Tenure is supposed to provide the security for open, unfettered, honest discussion, yet tenure itself is considered off-limits to discussion. One thing I hope this project can do is foster the kind of scholarly dialogue about tenure that we pride ourselves in having about almost every other subject in the world.

CHAIT: I agree. And one of the factors that gives this project credibility is that we're not out to dismantle or uproot the tenure system. We're out to widen the inventory of ideas and options about faculty careers and employment arrangements. None of us on this project has a preconceived notion that abolishing tenure is the solution to all of higher education's problems. What we do agree on is that the bandwidth of discussion has been too narrow.

By the way, we should 'fess up to the fact that the three of us who are doing research in the project (Chait, Gappa, Rice) are all tenured professors.

EDGERTON: Your comment takes me back to last summer, Dick, when we discovered that you and I were both "onto" issues related to tenure. I was in the process of pulling a group together for a retreat, and stewing about what kind of project AAHE might mount. One idea was to form a commission on tenure, like the Keast Commission that was created in the early 1970s. You helped convince me that what the world did *not* need was another undertaking that simply rehashed all the dogma, pro and con, on tenure.

CHAIT: I remember. I also remember my relief when you told me that the retreat — which I couldn't attend — generated the same conclusion. We need to take the conversation about tenure out of the realm of philosophy and rhetoric and into the realm of assisting individual faculty members and institutions to make practical choices among real employment options. And to do that we have to put before the academy fresh, concrete ideas in digestible, accessible form, about new possibilities.

People aren't going to be energized by yet another round of rhetoric. People are going to be energized by pragmatic options they can actually try on for size. I'm particularly attracted to options that are mutually beneficial to individuals and institutions, options that may be entered into voluntarily by individuals who have unorthodox interests and career paths.

EDGERTON: Judy, you were at the retreat and, as much as anyone, were responsible for what we came up with.

GAPPA: I'm with Dick on the need for options. I'm concerned that the existing tenure system is becoming less and less attractive to some of the best academic talent in the country.

I'm interested in options that include places for faculty who have been on the other side of the dual labor market — academe's nontenure-track "have nots." I think we need to get away from the concept that academic status turns on whether or not one is tenured, and instead get back to the idea that academic status turns on the quality of one's performance.

EDGERTON: So, we see the New Pathways project as helping to *legitimate* discussion of issues that on many campuses are now too hot to handle. And we hope to *enrich* the discussion by injecting into it some concrete ideas for options not now widely considered.

CHAIT: Yes, and we should also be clear that some of these options are already out there. Campuses already practice more flexibility than they preach. One of the things our project can do is simply give visibility to good things that already exist.

EDGERTON: Like? . . .

CHAIT: Harvard has clinical professorships. There are Ivy League institutions that have stretched out the probationary period for tenure. Webster University, as we heard at the AAHE conference, has a track for faculty that includes better-funded sabbaticals in lieu of tenure. And on it goes.

EDGERTON: In our project paper, we set forth some desirable states of affairs that we believe the project should move toward:

- more flexibility and options both for individuals and for institutions;
- a better balance between faculty rights and faculty obligations;
- strengthening community among all categories of faculty.

Call for Innovative Ideas On Faculty Employment Arrangements

Has your institution adopted any unconventional policies or practices regarding academic tenure? If so, we would like to hear from you, and receive a copy of the relevant policy provisions. The information that you provide may appear in a directory of alternatives to traditional tenure that the New Pathways project hopes to produce. We are interested in learning, for example, about campuses without tenure; unusual modifications to standard tenure policies, procedures, and criteria; the use of long-term, nontenure-track appointments; redefinitions of the circumstances that permit dismissal of tenured faculty; and efforts to ensure the academic freedom of nontenured faculty. We also are interested in post-tenure review procedures that go beyond routine evaluations for salary and promotion purposes.

Please send documents to: Richard Chait, 3112 Benjamin Building, University of Maryland, College Park, MD 20742; fax 301/314-9506.

— RC

I mention these because I think we should be clear that the New Pathways project is trying to foster not merely a *process* — better dialogue, more options — but a process that moves toward certain substantive *goals*. We're not just neutral about where this work might lead; we see rigidities in the present system that we'd like loosened.

CHAIT: I'd put an ever so slightly different spin on it. I'm not sure I'd focus on rigidity, so much as the monolithic nature of the tenure system . . . its one-size-must-fit-all character. There might be environments where the system as currently constructed provides all the flexibility one needs. But there are other institutions in other circumstances where a wholesale import of that model just doesn't work.

NEW PATHWAYS PROJECT

EDGERTON: Okay, let's move on to the New Pathways project itself. Besides making a strategic decision not to replay traditional arguments but instead to uncover options, we came out of last summer's retreat with another key decision: that the whole debate about tenure needs to be reframed.

We decided that the "lead" issue was not tenure per se. Rather, tenure needs to be viewed and debated in the context of two larger questions:

- *What career pathways make sense for the 21st-century professoriate?*
- *What kind of employment arrangements might best undergird these pathways?*

Gene, maybe you should say a word about the ways we intend to press forward with these questions.

RICE: In the New Pathways project we've laid out a plan that calls for three sorts of activities: (1) sponsoring open forums; (2) acting as a catalyst and convener for researchers and reflective practitioners interested in these issues; and (3) undertaking certain lines of investigation on our own . . . investigations that will result, first, in working papers, then in reports issued by AAHE to the larger community.

As to the open forums, the New Pathways agenda will become a distinct track of sessions at the annual conference of AAHE's Forum on Faculty Roles & Rewards, which I direct. Also we'll sponsor sessions on the New Pathways agenda at AAHE's annual National Conference next spring. And we plan to reach out to other groups — such as the Association of Governing Boards and the American Association of University Professors — and offer to contribute to sessions at their meetings.

EDGERTON: Presuming, of course, that we, and others, have something to say.

RICE: That's where the other activities come in. We are now assembling lists of people who are pursuing studies of various kinds that bear upon these issues. Soon, we'll know who's doing what around the country. Through an Internet listserv network and special convenings I hope we can both shape and energize this ongoing work. And, Russ, as you said, Dick, Judy, and I are all taking on some major lines of inquiry ourselves.

EDGERTON: Gene, you are taking up the first of the leading questions — reenvisioning faculty careers.

RICE: I'm setting up focus groups that will provide data for a future monograph I'm calling "Heeding the New Voices." We need to hear what the faculty who will make up the 21st-century professoriate — graduate students, newly arrived faculty — need and want in a career.

That monograph will, in turn, feed into a longer essay that I hope to finish and get out in advance of AAHE's January 1996 Conference on Faculty Roles & Rewards, so we can have a dialogue about its themes at the conference. I'm calling that longer essay "Making a Place for the New American Scholar." It's a line of inquiry that I've been pursuing for some time now.

There are also several key issues — attending to the seasons of academic life, moving beyond disciplinary structures, post-tenure review — that I will be looking into, but not alone. I'm looking for allies here.

EDGERTON: Give us a sense of what kind of career your "new American scholar" might pursue.

RICE: Well, for example, a career in which there is freer movement between and among the different knowledge domains. A career in which one can concentrate on one or another scholarly task — discovery, integration and synthesis, application, representation — at a particular career stage, that will encourage faculty to grow and change over time. A career that involves more collaborative work with colleagues. A career in which one moves out of academe, then back again.

In short, a career with many branch lines, rather than the monorail that Dick mentioned earlier.

EDGERTON: So, if our plan holds up, Gene's work will smooth the way for you, Dick, to come along with some ideas about the kind of creative employment arrangements that might enable faculty to pursue such a career.

CHAIT: Yes, beginning in September, I will be scouting for options in three different settings:

First, I plan to visit and author a report on the experiences of campuses that do not have tenure systems. This work builds on a book, *Beyond Traditional Tenure* (Jossey-Bass) that I coauthored with Andrew Ford in 1982.

Second, with Judy's help, I plan to look at traditional institutions where, lurking in the shadows, there are interesting things going on. These include clinical appointments, tenured part-time appointments, and nontenure-track appointments in which faculty are indefinitely continued. Also, restatements of P&T criteria that have helped institutions to loosen some of the rigidities you spoke about earlier, Russ.

Third, I will be looking into other professional settings — law firms, HMOs, think tanks — where other professions, without resorting to tenure, have grappled with issues such as how to attract and give latitude to highly professional researchers. I think we have something to learn from these settings.

Also, I hope to commission several special studies of particular issues. For example, I think we need to try to come up with some new measures of "financial exigency," and I'd like to commission an exploratory study of how other professions regulate themselves, so maybe we can come up with alternatives to dismissal procedures that take on the character of a murder trial.

EDGERTON: I was talking to a science professor earlier this week at a meeting sponsored by the National Academy of Sciences. When I told him of your project, he started listing a whole range of institutions right here in town that would be interesting to look into — such as the Carnegie Endowment for International Peace and the Brookings Institution. They don't have tenure, but they attract and hold highly talented researchers.

CHAIT: Good. That's just the kind of lead I'm looking for.

EDGERTON: Judy?

GAPPA: I'm going to work with Dick to explore what's happening in traditional universities. In *The Invisible Faculty*, we concentrated on part-time, nontenure-track faculty. But there are full-time faculty in nontenure-track positions that occupy a kind of middle ground between the tenure and non-tenure tracks. I will be exploring this category more fully — for example, in medical schools, law schools, the performing arts and other professions — looking, from Dick's perspective, at the alternatives that are already out there.

I'm also going to pursue a line of investigation that is closely allied with Gene's work on careers: how to balance the personal and the professional lives of faculty. I will be exploring what kinds of policies, practices, and programs have been developed by institutions — for example, parental and family leaves, child care, elder care, stopping the tenure clock, relocation assistance, and employment of dual-career couples.

And I'm going to take another look at the dual labor market phenomenon and its effect on all faculty.

HOW TO PARTICIPATE

EDGERTON: If I'm out there reading this *Bulletin* article and I want to connect to the work of the project — to make a contribution, argue a point, or just stay informed — what should I do?

GAPPA: People need to remember that we are just starting. We have some defined lines of inquiry, but we aren't second-guessing how it is all going to come out. We are wide open to new ideas!

RICE: Colleagues who are interested can request the project description paper (see Note). This is our road map. . . . They can ask to be placed on a New Pathways project list, for whatever special memos, working papers, etc., we will be getting out. . . . They can *participate in the next annual conference of the Forum on Faculty Roles & Rewards* (January 18-21, Atlanta), where we will have a *whole track of sessions* on these issues. [See the Call for Proposals inserted in this issue. —*Eds.*] . . . If they are pursuing a research project, they need to let us know about it, and soon they can join a listserv network.

CHAIT: If you accept our notion that we need to proliferate options and create a marketplace of ideas, then the single most valuable thing people can do is to make us aware of innovations, of experiments, whether successful or not.

I hope people will see this interview as a call for ideas . . . well, not *just* ideas, but ideas that are embedded in *actions*, whether or not those actions succeeded.

EDGERTON: Gene, the sociologist, is even interested in just ideas. (Laughter) Thanks to everyone. ■

Note

To be faxed the project description paper mentioned in the interview, plus the accompanying press release, call AAHE's Fax/Access service at 510/271-8164 and request item #13.

How to Connect With the New Pathways Project

The New Pathways project is a part of AAHE's Forum on Faculty Roles & Rewards, directed by Gene Rice. For information about the project . . . to be sent a Call for Proposals to the Forum's January 1996 conference . . . to contribute to the project's "rethinking faculty careers" line of work . . . to be added to the project list/listserv —

Contact: Kris Sorchy, project assistant, Forum on Faculty Roles & Rewards, AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; 202/293-6440 x20; aaheffrr@capcon.net.

To reach New Pathways investigator Richard Chait . . . to contribute to the project's "creative employment arrangements" line of work (also see Box) —

Contact: Richard Chait, director, Center for Higher Education Governance and Leadership, 3112 Benjamin Building, University of Maryland, College Park, MD 20742; fax 301/314-9506.

To reach New Pathways investigator Judith Gappa . . . to contribute to the project's "balancing personal and professional lives" line of work —

Contact: Judith Gappa, vice president for human relations, Purdue University, 1075 Frederick L. Hovde Hall of Administration, West Lafayette, IN 47907-1075; 317/494-5830; fax 317/494-9062.

1995 NATIONAL CONFERENCE ON HIGHER EDUCATION

WASHINGTON, DC □ MARCH 19–22

"The Engaged Campus: Organizing to Serve Society's Needs"

—All photographs by Michael Miklasch, except those indicated

Keynote Address

Robert Coles
Professor of Psychiatry and Medical Humanities, Harvard University, and Author, *The Spiritual Life of Children* and *The Call of Service*

Where does our responsibility begin, not only to ourselves and to our careers but to one another in this community, which is presumably America? All of us are fellow citizens and presumably responsible to one another. . . . [Where] is the strength of the moral life? And where is it among us? . . .

I remember at the end of the Mississippi Summer Project, 500 college students went to initiate voter registration at the heart of the segregationist delta of Mississippi, the bastion of that resistance, and I remember those students, from the Ivy League, from the small Midwestern schools, from the large state universities, the whole range of American education, assembled there, staying in homes of people who could not vote but knew how to be kind and generous and thoughtful.

And suddenly those students were going back to Faulkner, and going back to Ralph Ellison, and going back to a whole tradition, white and black, of literature, of history, and understanding those disciplines in a way that had eluded them before. . . . They knew those books in a new way that would never, never be forgotten. . . . This, they felt, was an education. . . .

If only others could have this, including . . . the professors of America, who might also be asked to expand their knowledge base, to leave sanctuaries, valuable and important as they are, side by side with their students, to be part of what it is to be a citizen, the highest honor of all, and maybe the most important intellectual and emotional task of all, as well as obviously being a moral task. . . .

We also need, don't we, to take moral pause, to ask ourselves what it is that gave us Dickens and Hardy and Ralph Ellison and Zora Neale Hurston and Richard Wright and James Baldwin. What were their lives like? What obstacles did they face? Dickens did not go to a writing course in a college; Dickens had no education. An autodidact — there's a College Board word. A soul, aroused. And out of it came the novels that we love, novels such as *Great Expectations*, that remind us that there are perils to success — grave, moral perils. People become so taken with their arrival in an important world that they turn on their past, they turn on the people who were part of their past, and they turn on others who are vulnerable and needy — scorning them, which means patting themselves on the back. . . .

This is an opportunity for all of us to join hands — as Walker Percy put it at the end of *The Moviegoer*, "to hand one another along" — not only intellectually, not only emotionally. But, yes, morally. Let us work at character on American campuses, not through courses alone, but through action wedded to intellect. *Doing*, an aspect of learning. As many of you know, this is being done, more of it. And let us, in a room like this, the teachers, the administrators, the deans, the presidents, let us show that kind of example, to join with our students, to be part of that effort, that moral initiative. This we can do. This, Erik Erikson will remind us, we'd better do, lest we too become straws in that changeable wind of history. . . . Character, what is character? (My father's definition:) Character is how you behave when no one is looking. ■

(Session #6)

Howard R. Swearer Student Humanitarian Award Breakfast

Cosponsored by Campus Compact

Award-winning students *(from left)*: Michelle Di Pilla (University of California-Los Angeles), **Ted Adams** (University of Colorado at Boulder), **Lisa Earnest** (Florida State University), **Kahlil Baker** (Berea College), and **Shannon Riley** (Maine College of Art).

[Service] exposes you to dimensions you can't get in the classroom. You see the bigger picture. . . . Service work is about people skills, taking yourself and blending it into this larger context.

• • •

Service-learning brought the academic world to life for me. It was a matter of taking the numbers, the statistics, and the theory of the classroom and making them real. It made me appreciate the importance of academics and how important it is to be able to critically think and communicate with people.

• • •

[Service is] not only about us going out into different communities and finding particular interests in who we want to serve. . . . The actual institutions need to have an active, participatory role in order to really change things.

• • •

The empowerment of the community is also important while doing the service. Allow [members of] the community itself to take part in serving themselves; that will cause dramatic change.

• • •

Not everybody is able to do service, because of financial reasons; why not use work study for community service? ■

(Session #85)

"The Engaged Scholar"

Ernest Boyer

President, Carnegie Foundation for the Advancement of Teaching

The simple truth is that education is a seamless web, and if we hope to have excellence in education, we in higher education must work aggressively to promote quality in the schools. . . . In the end, then, excellence in education means excellence in teaching. I am convinced, then, this means that if this nation would give as much status to first grade teachers as we give to full professors, that one act alone would revitalize the nation's schools — and, incidentally, I love full professors. . . .

I am suggesting, then, that "the engaged scholar" means, first, reaching out to the programs that surround us that are invested in communities and most especially in children. The goal is not just doing good, although I am not against that. The goal is to apply the theory of the classroom to the realities of life, with both faculty and students becoming what my friend at MIT, Donald Schön, describes as "reflective practitioners." . . .

Looking ahead, I am convinced that the next fifty years will be equally rewarding if higher education can once again be viewed not as a private benefit but as a public good — as engaged scholars participate in pressing social problems, . . . as they help shape the public policy debate, . . . and finally and most urgently, as they help students and society focus on ethical and moral choices, as service in the university becomes everybody's business. ■

(Session #15)

Ernest Boyer *(left)* drew a crowd.

"'Read My Lips': The Academic Administrator's Role in the Campus Focus on Teaching"

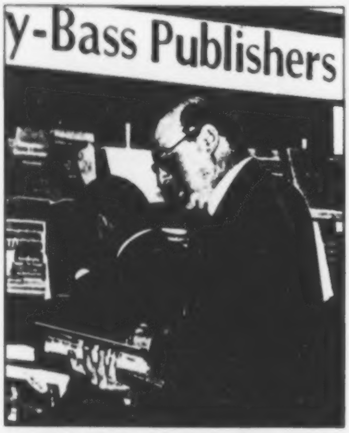
Joan North

Dean, College of Professional Studies,
University of Wisconsin-Stevens Point, and
Member, POD Core Committee

Our campuses have become addicted to visibility and to evidence of success. [At comprehensive institutions especially], we once devoted enormous attention to excavating the talents of our local students, and now we spend more time developing the potential of our faculty members as they compete in the international game of who's best. In fact, we seem to look for faculty who will enhance our reputation but not necessarily our students' comprehension.

New deans get caught up worse than ever in their campuses' need for prestige. One of the responsibilities of the dean is to nurture and enhance the reputation of her college. Along with other deans, I did my best to highlight our winners and our bests, primarily with what was numerical, competitive, and national. Our meetings began with recitations of what we called "good news," each dean trying for bigger stories, like old fishermen at a bar. In none of these fish tales did we hear very much about teaching. It does not lend itself well to the spotlight of the victors. And that's how it happens that well-meaning, classroom-oriented deans seem to turn to [research] scholarship as their first priority. ■

(Session #34)



The exhibits provided plenty of reading material for the trip home.

(From left) Marlene Griffith, Ann Connor, and Judith Eaton discussed community colleges, "the original engaged campuses."

Celebration of Diversity Breakfast

"Tribal College Presidents' Perspectives on the Recruitment of Faculty and Students"

Jasjit Minhas

President, Lac Courte Oreilles
Ojibwa Community College

The major difference between our model and your model is that in our model the student is not a number. The student is a human being, and the teacher is a human being; they act and react to each other as person to person and teach and learn. . . . If you can bring human touch, you can solve a lot of problems. ■

Hector Garza *(left)* moderated the discussion with tribal college presidents Martha McLeod and Jasjit Minhas.

Martha McLeod

President, Bay Mills
Community College

We help our students recognize that they really can. That they can go up the mountain and reach the top. That they can lead, that they can care for, that they can heal, that they have all the wonderful potential in them that we see that sometimes they don't. And we have to help them get up the mountain. . . .

The people in our tribal colleges have a tremendous amount to offer the world. Native people haven't just offered you corn and maize. They've offered a way of thinking, a way of recognizing that we are all one on Mother Earth. That we are all here to learn and give to one another and that together we can make this a better place. That is why tribal colleges exist; that is why you are here and you teach. ■

(Session #41)

Discussion groups provided lively debate.

—Photograph by Day Walters

Closing plenary Emily Levine: "I personally am excited by this kind of universe [disorderly, irrational, unpredictable] that isn't all these straight lines. Lines are falling down all around us . . . the line between insider/outsider, the line between genders. . . . Make that line a circle, the further you get from one end, the closer you approach the other."

Some technology workshops took place offsite at George Mason University. The technology agenda also included FCC chairman Reed Hundt.

—Photograph by Day Walters

CHARTERED
PETER PAN

Elizabeth Brooks provided quite a workout for those awake at 6 AM.

"Designing Higher Education for Uncertainty: Lessons From American Industry"

Ted Mitchell
Dean, Graduate School of Education and Information Studies, University of California-Los Angeles

One of the fundamental problems in American higher education is that university administrations have done too good a job buffering the technical core of the university from the outside world. . . . We've created and sustained a self-referential culture in universities. Instead of a colleague asking me where to put the dial on an oscilloscope, I ask him whether my quarter-turn modification of his social psych experiment is worth publishing. And he says yes, indeed it is, and it goes in a journal and sits there. . . .

I think the trick, then, is to see if we administrators can step aside and let the outside world and the technical core come into some contact. And from that contact, which will no doubt generate a lot of friction, if we can come to new sets of terms of how we should behave and how we should behave vis-à-vis the outside world. ■

John Cotter
Redesign Consultant, Cotter & Associates

Looking around to what metaphors might be useful, and thinking about systems in which we have control without authority as a model, we began to talk with each other about the idea of *swarm* systems. . . . It relates to large systems that appear to do the right thing, although nobody is in charge. So you can study ants, bees, fish, or cats (although it's hard to get large herds of cats to do research on). But there's very serious work being done on this.

The dilemma is it's a nice evolutionary model, but it may take you someplace you don't want to go. That's the issue: How can you steer a swarm?

So how does this work? It works by identifying key leverage points. We need to think about: What are the key leverage points for the system we're dealing with, and where can we influence around the leverage points? . . . Positive feedback appears to be something that works well. So when the "right" things happen, you provide lots of input that says, "Hey, the right thing happened." You try to make it very visible and very immediate. . . . So the swarm can see the result of what it's doing, and where it's going, and correct itself if that's not where it wants to go. . . . You can limit some of the options the swarm has. You provide guiding principles or the values we wish to live by, and don't want to do business in any way that transgresses these values. . . .

It's a very flexible system. You pay for it in what we typically think of as inefficiency — with many people working on similar kinds of issues in different ways. But it's that whole bringing together of different opinions and different perspectives that is where the payoff in learning is. ■

(Session #45)

Michael Pavel *(left)*, chair of AAHE's American Indian/Alaska Native Caucus, presented Alaskan art pieces to fellow chairs Jacqueline Woods (Black), Michael Ego (Asian/Pacific), and Carlos Hernandez (Hispanic).

"Using a Learning Vision to Drive the Transformation of Higher Education"

Michael G. Dolence

Principal, Michael G. Dolence & Associates, and

Donald M. Norris

President, Strategic Initiatives

The Information Age will belong to the learner. The teaching franchise may become irrelevant. The learning franchise will become highly consequential — and hotly contested. . . .

The race is on to determine ownership of the learning franchise. . . . Network learning eliminates many of the barriers to entry currently present in the learning industry. . . . It provides opportunities for many new facilitators, intermediaries, and learning agents. Many parties are positioned to vie for new opportunities — institutions of higher education, corporations, technology companies, for-profit education enterprises, and research laboratories. Over the next decade, new strategic alliances and commercial ventures will be formed to tap these potentials. ■

(Session #18)

Marguerite Archie-Hudson (Calif.) provided a state legislator's perspective on the challenges of creating the "engaged campus."

"The Case for the Public Intellectual"

William Sullivan

Professor, Department of Philosophy, La Salle University

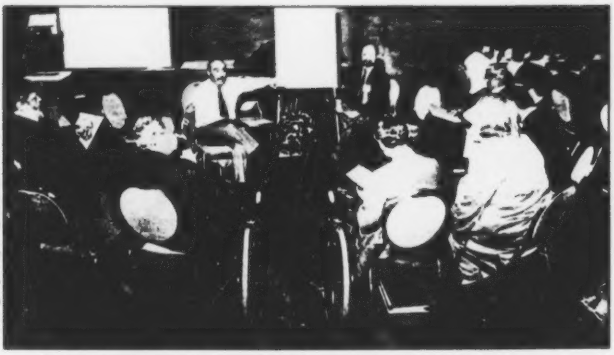
"Elites," who lead virtually all the major institutions in American life, ranging from [academia], the media, government, the law, to corporate life — tend to regard social problems as technical matters, to be addressed by technical means, and only reluctantly engage in the kind of public discussion that matters to most Americans. That is, discussion that considers the moral as well as the informational aspects of social issues.

The way in which elites see public problems and the way in which most Americans see them are quite different, and neither group tends to understand the other's way. . . . So elites assume that what the public lacks and needs is more information; the public, by contrast, believes that you can't understand a social problem unless you're willing to engage in moral discussion and judgment about it. They look to elites for that kind of discussion, and discover that the elites are reluctant to engage in it. . . .

Where does this disconnect have its origin? In the university, which is the common home, the alma mater, of all elites in our society. ■

(Session #8)

Lucinda Roy spoke on interactive multimedia and the implications of educational technologies.



Vijay Kumar and Scott Siddall led a task group on the Teaching, Learning & Technology Roundtable summer institute.

AAHE's Town Meeting gave members an opportunity to speak up.

Tomás Rivera Lecture

"The Engaged Curriculum: Scholarship for a Multicultural Society"

Ronald Takaki

Professor of Asian American Studies,
University of California-Berkeley

In 1987, something dramatic happened, but it happened very quietly. So nobody noticed it at first. That fall, for the first time in the history of the University of California at Berkeley, students of color totalled 52 percent of the undergraduate population. . . . Well, ours is a faculty which is about 90 percent white. . . .

And these students were saying to the faculty, "Read our faces. We don't see ourselves on the faculty. We don't read about ourselves in the books that you're requiring us to purchase and to read. And we don't hear our voices in the lectures presented." . . . And they said, "Look, here we are now, rubbing elbows against students who don't look like us, who have different cultures, and we don't know how to relate to them. Teach us Shakespeare, teach us Melville, because that's part of American culture. But teach us about the varied cultures of all of the peoples of America." . . .

Well, in 1989, something astonishing happened at Berkeley. The Berkeley faculty met and voted favorably to establish a multicultural requirement for graduation called the "American Cultures requirement." It's not an international diversity requirement. It's not a global diversity requirement. This is a requirement designed to broaden, deepen, American society in terms of our racial and ethnic diversity.

This course must study comparatively — and we emphasize *comparatively* — the experiences, the cultures, the communities of five groups that live and work in this liminal space called the United States of America. And these five groups are African American, Asian American, Latino, American Indian, and also European immigrant groups, especially the groups that came here in the late-nineteenth and early-twentieth centuries from countries like Italy, Greece, Hungary, Poland, and Russia. We felt that these groups had also been left out of the traditional curriculum.

Now, you might ask, what were the reasons why we did it? One was an intellectual case for multiculturalism in the curriculum: It allowed us to reach toward a more accurate, a more inclusive understanding of American history and who we are as Americans. And I believe the Berkeley faculty would never have approved it if they did not think that there was an intellectual reason for this requirement.

But there was a second reason, and this was a moral reason. Many of us on the faculty at Berkeley felt that we were witnessing the most serious racial crisis in America since the Civil War. . . . I think many of us at Berkeley felt a moral imperative to connect our campus to the needs of society, to make our campus an engaged campus, to develop on our campus an engaged curriculum. . . .

What Robert Coles was urging us to do last night was to connect the intellectual reason to the moral reason, to realize that they need to be intricately fastened to each other. And multiculturalism, I think, seeks to make this connection. Intellectual accuracy deconstructs stereotypes. ■

(Session #40)

THE NEW PUBLIC LANDSCAPE

Where higher education stands.

by Deborah Wadsworth

What are the attitudes of the general public and opinion leaders on issues that will shape the future of higher education? How deep does American's support for their colleges and universities run? Attendees at AAHE's 1995 National Conference on Higher Education (March 19-22) heard data from two recent studies that asked such questions, commissioned by the California Higher Education Policy Center. The studies were executed by Public Agenda, a nonprofit, nonpartisan polling organization that works to enhance citizen understanding of complex, public policy issues.

Presenter **Deborah Wadsworth,** a former college administrator and foundation program officer, is executive director of Public Agenda, where her work focuses on improving the quality of public deliberation through collaborative relationships with organizations in the media, education, policy research, and corporate sectors. *—Eds.*

In many ways, today's attacks on American higher education seem ironic and unfair to me. Our colleges and universities serve us well, indeed are characterized as the best in the world. But that status offers no shelter from the social, economic, and political turbulence that's rattling every institution in our society today.

Higher education is feeling tremors. But the question is: *Will the tremors remain tremors, or are they the beginning of something far more severe?*

"The Public" vs. "The Leaders"

Given these "growing tremors," it's timely for us social seismologists to consider how U.S. colleges and universities are viewed by *the public*, and by *leaders* who influence budgetary and public-policy issues. How do these two audiences feel about higher education today? And how much support can colleges and universities expect from them in the future?

Public Agenda recently addressed these questions in two studies conducted for the California Higher Education Policy Center:

- In the first study, we looked at *the public* across the state of California, through focus groups and telephone surveys. We also surveyed a sample of Americans nationwide.
- In the second study, instead of doing a traditional leadership survey, we talked individually . . . in lengthy interviews, 45 minutes or so . . . to *leaders* in the state, who themselves did not have a vested interest in the system but had benefitted from or worked with it. They included a former governor; a Nobel prize-winning economist; news media executives; religious, community, and civic leaders; and corporate presidents.

What we found is interesting: the public and these leaders both agreeing and disagreeing. That is, both groups support higher education, but for very different reasons; and both expressed serious concerns, but not the same concerns.

Radically different backgrounds. Some of the divergence in views is hardly surprising when you think about how radically different the starting points are for each of these groups.

The general public, it turns out, understand that higher education is important, and are generally impressed by the way higher education operates. But they know surprisingly little about it. Many people, of course, have never been exposed directly to higher education, as they have been to K-12. And while they know how much they pay in property taxes to support the public school system, they have little idea how much higher education costs or of what percentage of support for higher education comes from taxes and what from fees.

Leadership respondents, on the other hand, are extremely knowledgeable about higher education. Gone are the days when the most-learned person in the community was the teacher in the local school down the street. Many of the leaders we talked to hold graduate degrees, serve on boards of higher education, have sent their kids to the most prestigious colleges in the country, and follow the news as it relates to college and university funding. Thus, the gap that long existed in the levels of educational attainment between academics versus other leaders has narrowed in recent years, if not totally disappeared.

The importance of education. Despite their paucity of knowledge about higher education, Californians in general believe strongly that college is still the ticket to success in today's world, that a college degree is as important today as a high school diploma was in the past.

They are increasingly aware that in today's bifurcated economy, there are good jobs for those who are high-skilled and well-educated, but little demand for those who are not. And they observe this in an unusual confluence of trends in which a reasonably strong economy exists side by side with growing levels of job insecurity and frustration.

In our study, eight in ten endorse the view that high school graduates should go on to college because, in the long run, they'll have better job prospects. Nine in ten feel that society should not allow a lack of money to prevent qualified and motivated students from getting a college education.

The support for the importance of education transcends ideological and demographic categories. But there are two qualifying elements in this high level of support: One is that older Americans, especially those over age 65, are much less convinced that a college education is necessary for many people.

That's not so surprising. But the second is. While those we polled are nearly unanimous about the necessity of a college *degree*, there is much less support for "a college education." Many feel that a diploma is necessary to get a job . . . that some employers use it to limit applicants, for example . . . but that a college education is not required to actually *do* the job. A majority say that society has made college seem more important than it is, and that many students would be far better off learning trades.

Given these "growing tremors," it's timely for us social seismologists to consider how U.S. colleges and universities are viewed by *the public*, and by *leaders* who influence budgetary and public-policy issues.

In our focus groups, we frequently observed puzzlement over what possible value a liberal arts education could have. This quote is exemplary of so many we heard: "Why do I need to know about all those dead kings if I'm going to be an accountant?" So, to the extent that the public's support is for the diploma but not the learning, that support must be considered, ultimately, shaky and unpredictable.

Leaders, on the other hand, support education for substantive reasons. They strongly endorse the benefits of a liberal arts education and technical training, not only for future employment success but also for producing good citizens. They support the mission and goals of higher education. They value the learning at least as much as the diploma.

Problems of access. When it comes to defining the problem, the Republicans in Congress share a consensus with those we studied: Both groups couple a belief that college is extremely important with a serious, growing concern about access. Sixty percent of our respondents believe that many qualified residents are being priced out of the market, a trend they see accelerating and hitting hardest those who need college the most. The blame for this situation is aimed mostly at state government and its budget cutbacks. The dichotomy between the public and the leaders becomes more apparent in analyzing beliefs as to why this problem exists.

The public, who, you recall, don't know much about the workings of higher education, are generally sympathetic to what goes on in colleges and universities, especially when they compare it with everything they've heard about K-12. They hear that students from all over the world flock to U.S. universities, and they reach the logical conclusion that things must be going well. They have a kind of funny sense about professors . . . regarding them as harmless eccentrics, and so on . . . and are often unaware of how much of their tax money funds institutions of higher learning. And they're relatively complacent about how these funds are used.

While the Californians we surveyed offer few solutions to the access problem, they believe any solution should be based on three deep-seated values:

First, they believe in *opportunity*, and don't feel that cost should prevent qualified people from receiving a college education.

Second, they believe in *motivation* . . . that the benefit a student gets from college depends mostly on his or her own efforts. And that a motivated student can learn even at a poorly funded college. (One of my colleagues who worked on this study put it this way: If a student doesn't do well in K-12, people blame the school; if a student doesn't do well in college, they blame the student.)

The third public value is *reciprocity*, which we believe is a central theme in the "new public landscape." (It certainly has implications for welfare and just about everything else we are confronting.) More than two thirds of the people we surveyed believe that students don't appreciate the value of a college education unless the student assumes the personal responsibility of paying for at least some of it.

This reflects one way that Americans are generally moving away from the notion of "entitlement" and toward a concept based on giving something back to society in exchange for what is received. (I think that the current backlash on affirmative action may likewise be based in part on this public view that people should earn their way.)

More specifically, we found Californians generally opposed to reducing enrollments or raising prices. However, there is support for productivity improvements and other changes — greater use of technology in the classroom, for example, and increased faculty teaching and less research . . . support for more direct aid to higher education. But the most popular option is giving students the opportunity to work for their own financial aid.

The public is largely sympathetic to how colleges and universities are operated, but leaders are quite critical. And here's the trouble: Whereas the public is chiefly worried about the *price* of higher education (access), leaders are primarily concerned about the *cost* to taxpayers . . . and why higher education costs so much in the first place.

Whereas the public is chiefly worried about the *price* of higher education (access), leaders are primarily concerned about the *cost* to taxpayers . . . and why higher education costs so much in the first place.

Reform. There are interesting parallels between our findings in education and some work that Public Agenda has done on health care reform. As you probably know, Americans generally like the health care system, but they can't figure out how to pay for it. They want government to help pay, and they want government to maintain access, but they don't want government to reform the system.

In this, higher education is like health care. The public generally like colleges, but their worry is about the price tag, and they want help in paying for it. Their concern is access, not reform. Thus, in both health care and higher education, people generally hold the systems in high esteem, but they are concerned about their own ability to access them.

This contrasts very sharply with what we find in K-12 education — where Public Agenda has worked all over the country for the last seven years — where we find people outraged at the entire situation and holding the professionals accountable.

Whereas the public may not be calling for systemic reform of higher education, the leaders are demanding it. Resonating through conversation after conversation with leaders we interviewed was the theme that higher education must undergo a restructuring analogous to what other segments of society have experienced. And that this process of restructuring has just begun . . . it's a discourse of limits.

In conversations with these California leaders, educators' reform suggestions . . . to eliminate duplication in graduate programs, to explore a three-year bachelor's degree . . . were frequently perceived as tinkering around the edges, way short of the changes that will be required. From the leaders we heard strong demands for accountability. Tenure — perceived as the antithesis of accountability — evokes universal contempt. Teaching loads are often considered scandalously light. And many leaders question the value of academic research, labeling much of it careerist paper-pushing.

Quality of learning. Finally, leaders also expressed concerns over the educational attainments of graduates, even some disappointment with the quality of professional degrees. And some question whether university teaching methods are behind the times. There's dissatisfaction with the quality at the entry level — a reflection of poor K-12 performance — and in most cases a sense that quality does not improve dramatically by graduation.

What Does This All Mean?

What are the implications — at a time when higher education needs all the political support it can possibly attract?

First of all, the issues I've been discussing are perceived by the public in general *and* by leaders as important, but they have not truly reached crisis proportions. Higher education is not a front-burner issue, on a par with crime or the economy, although in our national survey more than four in ten Americans in the sample report a high level of concern about education in their state and half think that higher education in their state needs a fundamental overhaul.

The public and community leaders value education for what it can bring to society, whether a diploma or an education, and they worry that many potential graduates will be deprived of that benefit. We find no sympathy among leaders or the public for higher education's problems. Instead, we do find a belief that colleges and universities could do more with less, and a readiness to support or at least condone cutbacks, that don't reduce access, by colleges and universities themselves.

The public — valuing the college diploma, but not convinced the substance behind it is all that important — have no reason to protest such cuts. Especially when they consider student motivation the key variable in success. Leaders, on the other hand, value what higher education is and does, but they don't think it's being done very well or very efficiently. They, too, would welcome efficiencies.

Given that there is little external support for today's spending levels, and for practices that have come under attack, several questions arise:

- Could something happen to move this issue to the front burner, especially if incomes for Americans continue to stagnate?
- Could the public and community leaders eventually join forces? Are these leaders in the vanguard, holding opinions today that will be more widely shared and supported by the public tomorrow?
- Is disappointment with K-12 education simply the first step in a broader assault on education more generally?

In interviewing leaders in California, we often heard expressions of frustration at the lack of any process or suitable forum, any public space, in which such issues could be discussed. The California Higher Education Policy Center has encouraged the kind of proactive discussion that leaders seem to be seeking. Such discussion, with active participation by academics, may be in the interest of all of us ultimately.

Higher education appears to be standing on increasingly shaky ground, I would say. So, the question I formulated at the beginning, I think, remains: Are the tremors just the start?

I don't know the answer. I'm not sure any of us knows at this point. But I would not ignore the power of those forces, which appear increasingly prominent on America's economic and political Richter scale.

Thank you. ■

Note

A copy of the study of opinion leaders mentioned in this article, "Preserving the Higher Education Legacy" (Report #93-6) is available from the California Higher Education Policy Center, 160 W. Santa Clara Street, Suite 704, San Jose, CA 95113.

An audiotape of the AAHE National Conference on Higher Education session from which this article is adapted is available by credit card by calling 1/800/369-5718. The tape (#95AAHE-10) is $8.50 plus shipping.

Public Agenda can be contacted at 6 E. 39th Street, New York, NY 10016; 212/686-6610.

LOOK INWARD FOR BUDGET SOLUTIONS

by Sidney Harman

Like many institutions in California, the state's higher education system has fallen on hard times. State general funds for higher education have been cut sharply since 1990, student fees have skyrocketed, and enrollment has fallen off, even as the population of potential students increases.

Traditionally, when higher education feels the pinch, it has turned to the state's leadership community. These influential citizens have seen higher education as a major investment in the state and have bonded across party lines to protect higher education (especially the University of California) from the budget cutter's knife. A new study, conducted by Public Agenda for the California Higher Education Policy Center, suggests that leaders today may not be so ready to jump to defend higher education. . . . What has changed?

If my own experience is any guide, part of the answer lies in the broad changes sweeping through industry. In the face of increasingly tough competition, we have had to simultaneously improve our product and reduce our costs. This has forced organizations to rethink their strategic goals, cutting across traditional organizational lines, challenging old assumptions, and reinventing our own organizations. This process is now at work in services and, indeed, even in government. It has been painful but in many ways highly salutary.

What happens, then, when higher education calls on private-sector leaders for support? Although the need for higher education has never been greater, leaders are impatient with the current conversation in higher education, which is primarily budget-driven, rather than focused on education. Higher education has not asked about the kind of education necessary for California's future work force or citizenry; it has instead pushed to increase its base funding and maintain the status quo.

There is a sense that higher education and government leaders have not come to terms with the long-term economic and demographic realities affecting California. A sense of denial impedes higher education and the state from creating the process and forum for debate that business, civic, and religious leaders so overwhelmingly believe is necessary.

According to the Public Agenda study, there is a widely shared sense that colleges and universities need to rethink their mission. Colleges and universities are characterized by disciplines and hierarchies when what is needed is thinking organized around problem solving and cross-fertilization of knowledge. Although the phrase *appropriate technology* is as necessary in the mission of higher education as any other field, it is far from clear that educators have explored technologies in ways that will both enhance education and reduce costs. Higher education has been energetic in its critiques of other institutions; it has been slow to turn the lens on itself.

When times get tough, the higher education system has typically presented the state with the dilemma: Give us more financial support or we will have to raise fees, cut enrollments, or lower quality. Public Agenda's study suggests that this argument no longer resonates with leadership groups as it once did. Leaders who have survived the tough times of the past twenty years think that higher education must be part of its own solution. ■

Sidney Harman is chairman of Harman International Industries Inc. and a member of the board of directors of Public Agenda. Reprinted from the April 18, 1995, Los Angeles Times, *with the permission of the author.*

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AAHE NEWS

Staff phone extensions in parentheses.

National Office

Top Tape Sales

For many years, AAHE has made available audiotapes of most sessions at its conferences. What are the latest bestsellers? The most popular session from the **1995 National Conference** is by far **Robert Coles**'s Keynote Address (#95AAHE-6), with 239 tapes sold thus far. Second, with 72 tapes sold, is **Ernest Boyer**'s "The Engaged Scholar" (#95AAHE-15). "The Engaged Curriculum: Scholarship for a Multicultural Society" (#95AAHE-40), by the Tomás Rivera Lecturer, **Ronald Takaki**, ranks third with 58 tapes sold.

Audiotapes are $8.50 each, plus shipping, and can be ordered by credit card directly from Mobiltape Company, Inc. by calling toll free 800/369-5718. Copies of audiotape order forms for these or other AAHE conferences are available from Mobiltape or from AAHE (x11).

Forum on Faculty Roles & Rewards

Two New Titles

AAHE's two latest publications come from its Forum on Faculty Roles & Rewards. Ernest Lynton's monograph, *Making the Case for Professional Service*, is the what, why, and how of professional service, with case study examples of five projects.

The Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty, coedited by Robert M. Diamond and Bronwyn E. Adam, is a collection of disciplinary statements on faculty work from nine scholarly and professional associations. Diamond and Adam call for the development of a reward system that is responsive to the needs and priorities of all — faculty, departments, and institutions.

For ordering details, call the AAHE Publications Order Desk (x11). Each book is $10 for AAHE members/$12 for nonmembers, plus $4 UPS shipping, prepaid by check, Visa/MC, or PO.

AAHE Technology Projects

TLTR Summer Institute

The AAHE Teaching, Learning & Technology (TLT) Roundtable Summer Institute is offering two events to meet the needs of the greatest number of institutions: a "Start-Up Workshop," *July 14-15*, and a "Summit Seminar," *July 15-18*, in Phoenix, AZ.

The **Start-Up Workshop** offers training for teams from institutions wanting to develop and launch their own Roundtables.

Plenary sessions will introduce concepts and examples. Facilitators with Roundtable experience will work with small groups of teams on developing plans and materials within the TLTR framework tailored to the special needs and characteristics of each institution represented. Each team will be helped to develop:

- TLTR goals and objectives;
- the appropriate composition of its Roundtable and how that Roundtable will work with other organizations within the institution (including academic departments);
- a set of campus implementation strategies;
- effective faculty support service combinations;
- an approach to developing a directory of local "best practices" of faculty use of information technology (and how to link its directory with those of other Roundtable institutions); and
- a subcommittee structure and workplans for the first year of the local Roundtable.

Your institution will benefit most by sending a team of 3-5 people. For suggestions on team composition, see May "AAHE News" or the March/April 1995 *Change*, p. 49).

The **Summit Seminar** offers training and opportunities to exchange information and work on interinstitutional tasks. Teams from institutions that have already begun something like a local TLT Roundtable (or teams that complete the Start-Up Workshop) will benefit most.

Specific recommendations about moving from planning to implementation — to having a visible impact on the curriculum — will be reported and developed further. Examples of "best practice" planning (e.g., Faculty Support Service Teams, internal grant programs) and implementation such as collaborative learning and groupware (combinations of teaching approach, applications of information technology, and instructional materials) also will be presented and developed further. Cost-effective options for evaluating the impact of such combinations on teaching and learning will be considered. Specific training will be provided for those who want to plan regional TLTR activities.

Intended outcomes include:

- A successful second year for local TLT Roundtables.
- Implementation of specific

Continued on p. 20.

Important Dates

AAHE 6th National Conference on School/College Collaboration. See April 1995 *Bulletin* for the "Call for Proposals." Washington, DC. *October 26-29.*

- **Call for Proposals Deadline.** *June 19.*

AAHE TLT Roundtable Summer Institute. Phoenix, AZ. *July 14-18.*

Reflective Teaching Conference. Vancouver, British Columbia. *July 30-August 2.*

Zimbabwe Study Tour. *August 4-17.* Contact AAHE to request a brochure.

4th Annual Conference on Faculty Roles & Rewards. Atlanta, GA. *January 18-21.*

Bulletin Board

by Ted Marchese

Welcome back for news of AAHE members (names in **bold**) doing interesting things, plus items of note . . . info to tmarches@capcon.net.

Westerman

Toll

Tipson

PEOPLE: SUNY Stony Brook's **Shirley Strum Kenny** and Carnegie's **Ernest Boyer** create a top-level panel to rethink a different kind of undergraduate education appropriate for research universities . . . Chicago's **Wayne Booth** and UVa's **Robert O'Neil** are among the panelists. . . . ASU-West's **Tom McGovern** chairs Arizona's statewide Faculties Council this year, tells me the state's regents will have a retreat next month on "tenure and post-tenure review." . . . **Monica Manning** of our Academic Quality Consortium sends clippings detailing Minnesota's decision to tie funding to performance measures for its public C&Us . . . tricky business!, as **Ken Ashworth** detailed in *Change* last year (Nov/Dec '94). . . . Meanwhile, up in Winona, it's now St. Mary's *University* of Minnesota . . . "we're changing our name, but not who we are," says Bro. **Louis DeThomasis,** noting his institution enrolls 6,300 graduate students. . . . **Jean MacGregor** launches a study of learning communities ("intentional curriculum restructuring efforts that thematically link or cluster classes during a given term and enroll a common cohort of students") . . . if you know of such, e-mail her at macgjean@elwha.evergreen.edu. . . . More than 50 grad students doing work on quality management now are enrolled in a listserv moderated by Michigan's **Brad Winn** (bwinn@umich.edu). . . . May 2nd, we were all shocked by the unexpected death of Fordham's **Sylvia Westerman,** at 61, of heart failure . . . the former NBC and CBS exec, witty and down-to-earth, sparked our Academic Quality Consortium.

ACCREDITATION: There's been 18 months of verbal back-and-forth about that National Policy Board plan to reinvent regional accreditation . . . the denouement may come June 19-20 when cochairs **Robert Atwell** and **Jim Rogers** convene the NPB and 40 invited presidents here in Washington . . . order background papers from AAHE's Fax/Access at 510/271-8164 (items #108 and #109, $5 each). . . . Meanwhile, two key actors in accreditation's many wars this past decade have said they'll be stepping down, WASC's **Steve Weiner** and Middle States's **Howard Simmons** . . . Howard will set up an accreditation study unit at Arizona State. . . . It's worth noting here that the Baldrige Award for education — it's seen by some as a successor form of accreditation — got double the expected applications in this year's pilot phase, with a full rollout set for next year . . . 11 of the initial 44 examiners are AAHE members.

HAPPY 100th: A "Happy 100th Anniversary" to the North Central Association . . . **Patsy Thrash** sent along a centennial compilation of NCA history, from which I note that the first dues were $3 yearly, and in its first standards (c. 1912) professors had to have a master's degree, could not work more than 18 hours weekly, and "hygienic conditions" had to prevail. . . . William Rainey Harper hosted the first meeting, James Angell was the first president.

MORE PEOPLE: Very best wishes to new presidents **John Toll** at Washington College, **Sandra Featherman** at U of New England, **John Bardo** at Western Carolina, **Margaret Lee** at Oakton CC, and **Baird Tipson** at Wittenberg . . . and to **Ted Lewis,** who will step down next summer after 13 creative years in the presidency of the mostly private, publicly supported St. Mary's College in southern Maryland. . . . Bouquets for one more office-leaver, **Joe Burke,** from the SUNY provostship after 10 good years, off to be a senior fellow at the Rockefeller Institute of Government. . . . Former Marietta president (and CQI champion) **Patrick McDonough** tapped by the California State U system to direct planning. . . . Another quality champ, Georgia Tech's **Tim Gilmour,** chosen by Northwest Missouri as its chief academic officer. . . . Southern Cal bolsters its position in higher-ed studies with the signing of Penn State's **Estela Bensimon.**

AT AAHE: Used to be that summertime saw things ease off a bit, but that hardly seems the case here now . . . or, I'll bet, where you work. . . . As I write, the office is a beehive of activity in preparation for our June 11-14 Assessment & Quality conference in Boston, 1,500+ expected. . . . I'll be there, and at the Teaching Initiative's "Reflective Practice" retreat, late-July in Vancouver (it's fully booked). . . . Have a wonderful summer, see you in September! ■

Your feedback, please.

	Read It?	Rate It: (5=great, 1=awful)
February 1995		
Recapturing Community (Secor)	☐ Yes	5 4 3 2 1
Renovating an Academic Space (Halfond)	☐ Yes	5 4 3 2 1
Eurotalk (Green)	☐ Yes	5 4 3 2 1
March 1995		
Diversity at Motorola (Gutman interview)	☐ Yes	5 4 3 2 1
Taking Service Seriously (Ehrlich)	☐ Yes	5 4 3 2 1
Collaborative Learning/Citizenship (Tinto)	☐ Yes	5 4 3 2 1
April 1995		
Benchmarking (Marchese)	☐ Yes	5 4 3 2 1
14 CQI Success Stories	☐ Yes	5 4 3 2 1
Reassessing Assessment (Angelo)	☐ Yes	5 4 3 2 1
May 1995		
Undergraduate Research (Strassburger)	☐ Yes	5 4 3 2 1
Pedagogical Colloquium (Shulman)	☐ Yes	5 4 3 2 1
One Department's Experience (Byrnes)	☐ Yes	5 4 3 2 1
Intercultural Vision (Shanahan)	☐ Yes	5 4 3 2 1
Content-Based Instruction (Wright)	☐ Yes	5 4 3 2 1
June 1995		
Tenure to . . . New Pathways (interview)	☐ Yes	5 4 3 2 1
'95 NCHE (excerpts/photos)	☐ Yes	5 4 3 2 1
New Public Landscape (Wadsworth)	☐ Yes	5 4 3 2 1
Budget Commentary (Harman)	☐ Yes	5 4 3 2 1

Comments? Suggestions? ____________________

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Clip out and mail or fax to: AAHE Bulletin, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073. *Thanks!*

Continued from p. 18.

recommendations for moving from planning to implementation — to having a visible impact on the curriculum.

- Better materials, plans for subsequent AAHE TLTR programs, and regional activities.
- Exchange of information among teams.

For registration or general information about the TLT Roundtable program, subscribe to the AAHESGIT listserv by sending e-mail to the address: LISTPROC@LIST.CREN.NET with the message: SUBSCRIBE AAHESGIT YOURFIRSTNAME YOURLASTNAME; or contact Ellen Shortill (x38), project assistant, AAHE Technology Projects, SHORTILL@CLARK.NET; or call AAHE's Fax/Access service (510/271-8164) and request item #99.

Forum on Faculty Roles & Rewards

Call for Proposals

Enclosed in this issue is the call for proposals for AAHE's **4th Annual Conference on Faculty Roles & Rewards,** *January 18-21, 1996,* in Atlanta, Georgia. Get your proposals in soon, the deadline is *September 15!* ■

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

AAHE members receive free the *AAHE Bulletin* (ten issues/year) and *Change* magazine (six issues/year); discounts on conference registration and publications; special rates on selected non-AAHE subscriptions; Hertz car rental discounts; and more. To join, complete this form and send it to AAHE, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax 202/293-0073.

MEMBERSHIP (Choose one)

Regular: ☐ 1 yr, $80 ☐ 2 yrs, $155 ☐ 3 yrs, $230 ☐ Retired/☐ Student 1 yr, $45

(For all categories, add $8/year for membership outside the U.S.)

CAUCUSES (all are open to all AAHE members; choose same number of years as above)

Amer. Indian/Alaska Native:	______ yrs @ $10/yr
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Black:	______ yrs @ $15/yr
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Lesbian/Gay:	______ yrs @ $10/yr
Women's:	______ yrs @ $10/yr

Name (Dr./Mr./Ms.) ____________________ ☐ M/☐ F

Position ____________________ (if faculty, include discipline)

Institution/Organization ____________________

Address (☐ home ☐ work) ____________________

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·FORUM ON·
Faculty
Roles &
Rewards

Call for Proposals and Participation
FOURTH AAHE CONFERENCE ON FACULTY ROLES & REWARDS

January 18-21, 1996

Atlanta Hilton & Towers

Dear Colleague

There is a growing—if reluctant—consensus that our colleges and universities have entered a period of especially dramatic change. The pressures are of such enormous dimensions and have become so familiar that we can all recite the litany: financial, demographic, and political change; changes in the nature and distribution of work; technological transformation, not only of time and distance but of how we know and learn; shifts in shared values... the list goes on. With this consensus has come the recognition that any serious deliberation of how to anticipate and cope with these changes must focus sooner or later on *faculty work*: what is honored and rewarded, how it is organized, shifting expectations, incentives, and responsibilities.

As the Forum on Faculty Roles & Rewards moves into its fourth year, we want to use the national conference in Atlanta to highlight the important advances that have been made in realigning faculty work and institutional priorities. Much has been accomplished (thanks in large measure to the generous support of the Fund for the Improvement of Postsecondary Education). It is time now to move beyond the conceptual tasks of reframing what is meant by scholarship and the reaching of agreements on the evaluation and rewarding of teaching and service—as important as these tasks are. *It is time now to move to concrete examples of good practice, to specific cases, prototypes, and tools, to advances that are making a difference.*

In this call for proposals, you are invited to participate in identifying a "second generation" set of key faculty issues that need addressing—ones with which your campus is struggling. We are also interested in broadening and deepening the work on faculty roles, rewards, and responsibilities. We will continue to focus on institutions with complex missions, research universities and large comprehensives, but want to extend our work to include, especially, the liberal arts colleges, adult learning programs, and professional schools. We have much to learn from one another across sectors. To deepen the work on faculty priorities, we want to do more with the disciplines and the departments—where faculty live their professional lives—and explore ways of enlarging what is recognized and rewarded as scholarly, professional, and creative faculty work. Your help in thinking through how to do this effectively will be appreciated.

The key themes around which the 1996 AAHE Conference on Faculty Roles & Rewards in Atlanta will be organized, along with the seminal questions we hope to see addressed, are listed on the following page. Although the themes are framed in general terms, it is important that your proposal be as specific as possible, building on what has been accomplished and growing out of your own campus-based engagement with the issues.

Plan now to join us in Atlanta next January, or, better yet, attend as a part of a campus-based team that will enable you and your colleagues to explore together these important faculty questions and return home better prepared to grapple with the profound changes confronting us all.

I look forward to working with you on these critical initiatives.

Gene Rice
Director, Forum on Faculty Roles & Rewards

KEY THEMES OF THE 1996 CONFERENCE

HONORING DIFFERENT FORMS OF SCHOLARLY EXCELLENCE

Genuine progress is being made in addressing this first theme. **Tenure and promotion guidelines** across the country have been changed to recognize and reward a broader range of faculty work. Colleges and universities as well as **disciplinary associations** have been engaged in this task. Can we move now from our written statements to use in practice? What more can be done to **make teaching public** and establish a culture of teaching to support it? AAHE's **Peer Review of Teaching** project is cutting new ground in this regard. Can the **"teaching academy"** model initiated at the University of Wisconsin, Madison, be replicated? Much is being made of the importance of community service in colleges and universities. What is being done to honor the **professional service and outreach** of faculty? Given the work that has been done to move us toward a broader view of scholarship, can we return now to research and rethink its place in the priorities of faculty?

FACULTY CAREERS FOR A NEW CENTURY

AAHE recently launched a new project entitled "New Pathways: Faculty Careers and Employment in the 21st Century." We all need to have a better understanding of the magnitude of the **pressures for change:** economic, demographic, technological, the nature of work, pedagogical, etc. Can you help us with specific research and data?

Serious questions are being raised about **tenure.** What are the critical issues that need to be addressed? What do the "new" people—women, minorities, interdisciplinary faculty—who will make up a larger part of the professoriate at the opening of the new century want and need **to maintain vital and resilient careers?** What **options** to the present employment arrangements in the academy are being developed? Again, we are looking for concrete examples.

What about the use of **part-time** faculty and **practitioner** faculty? What kind of changes in **graduate school preparation** of future faculty are being made? Are there ways to encourage faculty to grow and change as needed at different times in their careers? Give us practical ways of attending to the **seasons in the academic life.** What have we learned from the **faculty development movement** about this? Disciplinary boundaries are changing. Are there structural arrangements that will make it easier for faculty to **move across knowledge domains?** We have looked so hard at external rewards that we have failed to ask: How can we enhance the **intrinsic meaning** of faculty work? In a time when productivity measures dominate, how will we maintain the benefit of curiosity-driven teaching and research? New collaborative, experience-based, and technologically assisted **approaches to learning** promise to transform the faculty role. Are there current examples of where this is already happening?

CAN WE BUILD A COLLABORATIVE CULTURE?

Last year's conference called for faculty to move from a focus on "my work" to "our work." Are there good examples of where this is being done? Are there places where the **department** is working together to deal with the pressures of change? How do we **develop the skills** to work as teams? **Faculty/administrative tensions** undermine our ability to work collaboratively. What is being done to address this serious problem? Can **collective bargaining agreements** encourage collaboration in improving the quality of student learning? Should **collegiality and institutional "fit"** be criteria for faculty appointments, advances, and rewards? Where do we begin?

New approaches to **faculty time** are being proposed. Can this lead to better collaboration?

TAKING CHARGE OF ACCOUNTABILITY

Legislators, regents, and the general public are concerned about issues of faculty accountability. How do we take the initiative here? How can we **improve public understanding** of what faculty do? How can we communicate more effectively with legislators and trustees? Do we have new data on **faculty workload and productivity?** What new approaches are there to **faculty compensation?** What do the **accrediting associations** have to say about faculty priorities? **What is the faculty role in assessment?** In an effort to be more accountable, many colleges and universities are starting **post-tenure review** programs. What do these programs promise? Where are there successful examples?

FACULTY RESPONSIBILITY FOR PUBLIC LIFE

Faculty are seen as withdrawn from public life and focused almost exclusively on their own disciplines.

Where are the **public intellectuals** contributing to the shaping of a genuinely democratic society? What are the **professional responsibilities of the professoriate?** What are the limits of professional autonomy. What are the responsibilities of tenure? How do we build **community service** into our teaching and research? **Service-learning** is becoming a significant movement in higher education. What is being done to recognize and reward faculty work in this important area? **A major challenge** over the next decade will be recruiting and maintaining a **diverse faculty.** What has been accomplished here? What is the faculty role in affirmative action? College and university faculty are becoming deeply involved in efforts to improve the quality of **public education** (we speak now of "K-16"). What are we doing to reward faculty who take on this important responsibility?

About AAHE

AAHE The American Association for Higher Education (AAHE) is a national organization of more than 8,500 individuals dedicated to the common cause of improving the quality of American higher education. AAHE's members—faculty, administrators, and students from all sectors, as well as policymakers and leaders from foundations, government, and business—believe that higher education should play a more central role in national life and that each of our institutions can be more effective.

1996 AAHE CONFERENCE ON FACULTY ROLES & REWARDS
PROPOSAL/PARTICIPATION FORM

☐ I am interested in attending the 1996 Conference on Faculty Roles & Rewards. Please send me registration materials. (Return only the top portion of this form to AAHE at the address/fax listed below.)

☐ Please add my name to the Forum's mailing list. (Return only the top portion of this form to AAHE at the address/fax listed below.)

☐ I am submitting a conference session proposal. (Please complete both top and bottom portions of this form and attach a Proposal Letter (see "Proposal Guidelines," below). Proposals must be postmarked or faxed by **September 15, 1995**.)

Please print or type. Mail or fax this form to: Gene Rice, Director, Forum on Faculty Roles & Rewards, American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: 202/293-0073. If you have any questions, please call Kris Sorchy, Project Assistant, at 202/293-6440 x20 or e-mail: aaheffrr@capcon.net

Name ______________________________

Title ______________________________

Institution ______________________________

Address ______________________________

City State Zip ______________________________

Phone ______________ Fax ______________ E-mail ______________

1. TITLE (subject to editing) ______________________________
2. PROPOSAL FORMAT (check only one):
   - ☐ Concurrent Session - Topics addressed by one to four presenters through a combination of lecture, panel discussion, and audience participation. 75 minutes.
   - ☐ Pre-Conference Workshop - Practical, hands-on learning experience that provides training for novices or more specific skill training for experienced practitioners. 3 hours, limited to 50 registrants.
   - ☐ Consulting Breakfast - Informal roundtable discussions Sunday morning with experts and like-minded early risers during an all-conference continental breakfast.
3. OTHER PRESENTERS (no more than 3 others, 4 total): The person whose name appears above will be considered the primary presenter and will be the contact person for this proposal. If there will be additional presenters, attach a separate sheet providing all the contact information requested above for each additional presenter.
4. AUDIOVISUAL EQUIPMENT NEEDS ______________________________
5. SESSION DESCRIPTION: Attach a short paragraph (75 words max.) to be included in the program book. Descriptions are subject to editing.
6. PROPOSAL LETTER: Attach your proposal letter (2 pages max.) as described in the "Proposal Guidelines" below.
7. PRESENTER RELEASE: Upon acceptance of this proposal, AAHE is hereby authorized to record and/or publish any material presented during this session at the 1996 AAHE Conference on Faculty Roles & Rewards. I/we also authorize AAHE to record, reproduce, and distribute audiocassettes of this presentation, and I/we waive any rights to fees or royalties associated with the printed or recorded reproduction and distribution of these materials.

____
Signature of primary presenter, on behalf of all presenters

PROPOSAL GUIDELINES

Mail/Fax: To propose a session, mail or fax a completed Proposal Form and a Proposal Letter (2 pages max.) to: Gene Rice, Director, Forum on Faculty Roles & Rewards, American Association for Higher Education, One Dupont Circle, Suite 360, Washington, DC 20036-1110; fax: 202/293-0073. All proposals must be postmarked or faxed by **September 15, 1995.** We will contact you about the status of your proposal by October 31, 1995.

Proposal Letter: Your Proposal Letter should describe the topic or question you will address (and why you think the topic is significant), the audience you are addressing, and the ways in which your presentation will actively engage and benefit participants in your session. We encourage you to collaborate with colleagues in developing presentations that reflect a diversity of perspectives and that foster discussion among participants.

Registration Fees: All presenters are expected to register and pay registration fees. If your proposal is accepted, you will be eligible for a special reduced "presenter rate." We will mail registration materials to all presenters in early November.

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Faculty
Roles &
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Call for Proposals and Participation

Fourth AAHE Conference on Faculty Roles & Rewards

January 18-21, 1996
Atlanta Hilton & Towers

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Faculty
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Rewards

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FOURTH AAHE CONFERENCE ON FACULTY ROLES & REWARDS

January 18-21, 1996 • Atlanta Hilton & Towers

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1995

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The American Association for Higher Education (AAHE) is a national organization dedicated to the common cause of improving the quality of higher education.

Through its conferences, special-interest projects, and publications, AAHE provides both the "big picture" and the practical tools the higher education community need to increase their effectiveness in their own settings, and to improve the enterprise as a whole.

AAHE
AMERICAN ASSOCIATION
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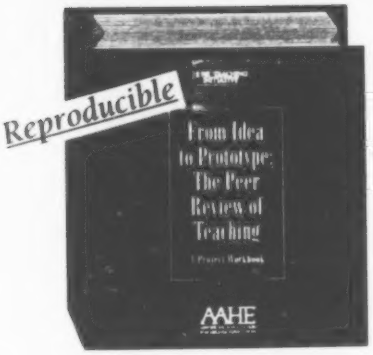
Improving Teaching



T19501 — **From Idea to Prototype: The Peer Review of Teaching (A Project Workbook)**

Is your campus looking for better ways to document, improve, and evaluate teaching? This three-ring binder of reproducible materials contains extensive resources to guide such an effort. ■ Exercises that faculty can do to document key aspects of their teaching ■ Actual samples of a "course portfolio" designed to capture the scholarship of teaching ■ Guidelines and checklists for devising your own department-based peer review projects ■ A menu of possible peer review strategies ■ An annotated bibliography ■ "Think pieces" on issues and frameworks related to the peer review of teaching, and much more.

This workbook is a product of an ongoing national project involving twelve universities, coordinated by AAHE, in partnership with Stanford's Lee Shulman. Get an inside look at the project, as well as the resources to mount your own local effort. *(1995, 150pp.)*

AAHE members $80, nonmembers $95

NEW!

Bestseller!
The Teaching Initiative
Teaching Portfolio
AAHE

T19102 — **The Teaching Portfolio: Capturing the Scholarship in Teaching**

By Russell Edgerton, Pat Hutchings, and Kathleen Quinlan

What would a "teaching portfolio" look like? Who assembles it and keeps it? Who sees it, and how is it evaluated? This monograph suggests one model, in which faculty assemble a collection of carefully selected "work samples" of their performance accompanied by reflective commentary about those samples. Includes a bibliography, and eight actual sample portfolio entries by faculty from various disciplines and settings. Also offers pointers for getting started with portfolios, and a sampling of current campus practice. *(1991, 72pp.)*

AAHE members $10.95 each, nonmembers $12.95 each, for 1-7 copies. Bulk orders: 2-19 copies $8.95 each; 20+ copies $7.50 each.

The Teaching Initiative
AAHE

T19301 — **Campus Use of the Teaching Portfolio: 25 Profiles**

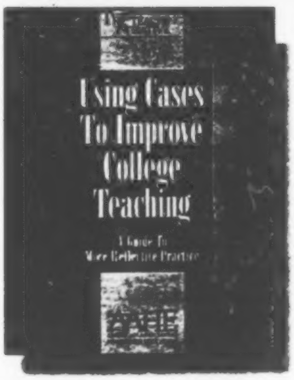
Edited by Erin Anderson

A companion to *The Teaching Portfolio* (#T19102). Provides detailed but concise accounts (2-4 pages each) of what 25 campuses are doing with and learning about portfolios. Covers purpose, scope of use, portfolio contents, evaluation, and impact. Provides campus contact names/addresses, plus reproduces materials that campuses have developed (e.g., development guidelines, evaluation checklists). In the introduction, Pat Hutchings discusses nine cross-cutting issues and lessons that suggest directions for future work. *(1993, 120pp.)*

AAHE members $13 each, nonmembers $15 each, for 1-9 copies. Bulk orders: 10-24 copies $12.75 each; 25-49 copies $12.00 each; 50+ copies $11.25 each.

Questions about placing an order, call 202/293-6440 x11 24 hours a day!

Improving Teaching



TI9302 — Using Cases to Improve College Teaching: A Guide to More Reflective Practice
By Pat Hutchings

Explores the use of *cases* about teaching and learning to prompt collaborative discussion and reflection about pedagogical issues. Discusses a rationale for cases, offers strategies for writing and discussing them, and suggests how they can contribute to a culture of teaching. Includes a resource guide to projects, people, and materials. Seven actual cases, accompanied by teaching notes, can be duplicated and used in your campus efforts. *(1993, 100pp.)*

AAHE members $15 each, nonmembers $17 each, for 1-9 copies. Bulk orders: 10-24 copies $14.45 each; 25-49 copies $13.60 each; 50+ copies $12.75 each.

A Teaching Doctorate?
AAHE

NO9302 — A Teaching Doctorate? The Doctor of Arts Degree, Then and Now
By Judith Glazer

Introduced in the 1960s, the D.A. was designed to improve undergraduate teaching by replacing the research Ph.D. as the credential of choice for college faculty. The monograph is based on national surveys of D.A.-granting institutions and 350 D.A. recipients, as well as historical research. Lessons learned in the D.A. reform effort are particularly timely in today's context of increased attention to the teaching role. (Sponsored by TIAA-CREF) *(1993, 80pp.)*

AAHE members $12, nonmembers $14

TI9201 — Preparing Graduate Students to Teach: A Guide to Programs That Improve Undergraduate Education and Develop Tomorrow's Faculty
Edited by Leo M. Lambert and Stacey Lane Tice

The product of a nationwide survey of TA-training programs, in which institutions described their programs and provided the name and contact information for their program leaders. ■ Profiles in detail 72 "centralized" and "discipline-based" exemplary programs ■ Provides directory information for another 350+ programs ■ Highlights "international TA" training ■ Discusses the latest trends in TA training and promising directions for its future. (Cosponsored by TIAA-CREF and the Council of Graduate Schools) *(1992, 150pp.)*

AAHE members $20 each, nonmembers $22 each, for 1-9 copies. Bulk orders: 10-24 copies $18.70 each; 25-49 copies $17.60 each; 50+ copies $16.50 each

Special Order

TI9101 — The Case for Cases in Teacher Education
By Katherine K. Merseth

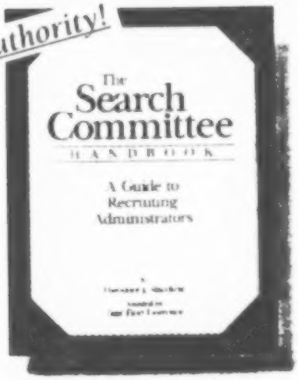
CASE
CASES
AAHE

Copublished by AAHE and the American Association of Colleges for Teacher Education (AACTE). Argues for using the case method to train teachers — not as an add-on, but as a central strategy. The match between cases and the nature of teacher knowledge gets special attention. *(1991, 36pp.)*

Note: Enclose a separate check payable to "AACTE Publications." Or — if #TI9101 is the only item you are ordering, send your completed order form and check directly to AACTE Publications, One Dupont Circle, Suite 610, Washington, DC 20036-1186.

AAHE or AACTE members $12, nonmembers $14, plus $2 shipping

Miscellaneous



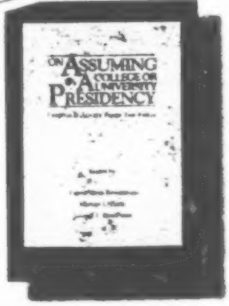
The authority!

NO8801 — The Search Committee Handbook: A Guide to Recruiting Administrators

By Theodore J. Marchese; assisted by Jane Fiori Lawrence

The authoritative source of advice for key positions below the presidency. Offers "how-to," but never a simple formula. Raises choices and alternatives; argues for fresh approaches. ■ "An Organizational Opportunity" ■ "Committee Composition, Charge, and Ground Rules" ■ "Identifying Preferred Qualifications" ■ "Recruiting a Candidate Pool" ■ "Identifying Talent Among Applicants" ■ "Knowing and Courting Candidates" ■ "Bringing a New Person Aboard." (Cosponsored by TIAA-CREF and the Exxon Education Foundation) *(1988, 64pp.)*

AAHE members $7.50 each, nonmembers $8.95 each, for 1-4 copies. Bulk orders: 5-24 copies $6.95 each, 25+ copies $5.95 each.



Featured in the Chronicle!

NO8901 — On Assuming a College or University Presidency: Lessons and Advice From the Field

Essays by Estela Bensimon, Marian Gade, and Joseph Kauffman

Offers experience and advice from two researchers and an experienced president. ■ "Five Approaches to Think About" ■ "The President-Trustee Relationship: Or, What Every New President Should Know About the Board" ■ "Strategies for an Effective Presidency" ■ Plus a 30-page annotated resource guide to pertinent publications, programs, and workshops by Sharon McDade. (Cosponsored by TIAA-CREF and Lilly Endowment) *(1989, 80pp.)*

AAHE members $8, nonmembers $10

The COLLABORATIVE DEPARTMENT
AAHE

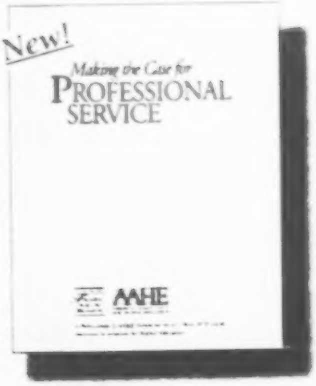
FR9401 — The Collaborative Department: How Five Campuses Are Inching Toward Cultures of Collective Responsibility

By Jon F. Wergin

This monograph offers the first empirical examination and analysis of collective responsibility — that is, departments acting as self-directed collectives working collaboratively toward goals derived from a well-articulated institutional mission. Based on case studies of five institutions moving in that direction: Kent State, RIT, Syracuse, UC-Berkeley, and UW-Madison. Each case study examines the institution's motivation for reform, describes the measures adopted, and reports on campus reactions. The Appendix reproduces internal documents, including mission statements, academic plans, and review procedures.

Wergin pulls together common experiences and problems, and sets forth an agenda of "central issues we need to address if 'collective responsibility' is ever to amount to anything more than an attractive but abstract idea." (Sponsored by FIPSE) *(1994, 144pp.)*

AAHE members $10, nonmembers $12



New!

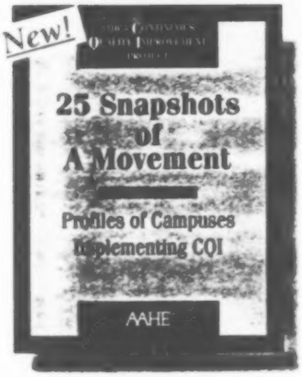
FR9501 — Making the Case for Professional Service

By Ernest A. Lynton

Professional service — *outreach by faculty based on their professional expertise* — can be an intellectually challenging activity, as well as a critical element in fulfilling campus missions . . . if properly conceptualized, performed, evaluated, and rewarded. This monograph covers the what, why, and how, with case study examples of five actual projects. *(1995)*

AAHE members $10, nonmembers $12

Quality


New!
AAHE's Continuous Quality Improvement Project
25 Snapshots of A Movement
Profiles of Campuses Implementing CQI
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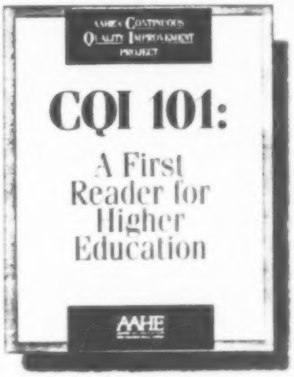
CQ9402 — 25 Snapshots of a Movement: Profiles of Campuses Implementing CQI

Descriptions of the experiences of selected campuses involved in implementing continuous quality improvement for at least two years. Profiles cover their primary reasons for embracing CQI, strategic frameworks used to launch it, key obstacles to implementation, key successes, and next steps. Includes contact names/addresses. *(1994, 130pp.)*

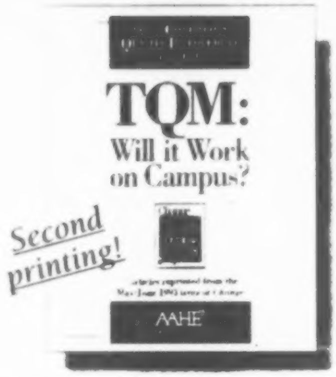
AAHE members $13, nonmembers $15


AAHE's Continuous Quality Improvement Project
CQI 101:
A First Reader for Higher Education
AAHE

CQ9401 — CQI 101: A First Reader for Higher Education

A collection of 24 carefully selected articles reprinted from education and business sources, including *BusinessWeek*, *Phi Delta Kappan*, *NACUBO Business Officer*, *Sloan Management Review*, *Training*, and *Change*. Divided into three sections: "Roots, Principles, and Leaders"; "Applications in Other Sectors"; and "CQI in the Academy." Among the selections are Nadler and Heilpern's how-to "Implementing TQM," and Senge's philosophical "The Leader's New Work." Designed for administrators and faculty new to the discussion of quality. *(1994, 230pp.)*

AAHE members $18, nonmembers $20


TQM:
Will it Work on Campus?
Second printing!
AAHE

CQ9302 — "TQM: Will It Work On Campus?" Seven Articles From Change

Reprinted from the May/June 1993 *Change* magazine. Perfect for buying in bulk and distributing widely on campus.
- "Case studies" of the Maricopa Community Colleges, ten Boston-area schools, and the University of Wisconsin-Madison
- A profile of three colleges awarded $1-million grants from IBM to practice TQM
- A review of lessons higher education can learn from industry
- Ted Marchese's "TQM: A Time for Ideas"
- Peter Ewell's "Total Quality and Academic Practice: The Idea We've Been Waiting For?" *(1993, 48pp.)*

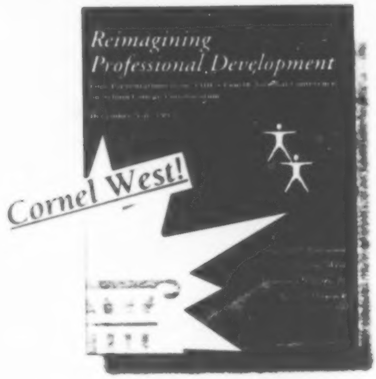
AAHE members $8, nonmembers $10. Bulk orders, 2+ copies, $7 each

Upcoming . . .

Roadmap to Resources: Sources and Tools for CQI Implementation

A sourcebook that includes recommended readings, conferences to attend, training programs, lists of campus documents, CQI-oriented software, recommended videos, and much more!

Collaborating With Schools

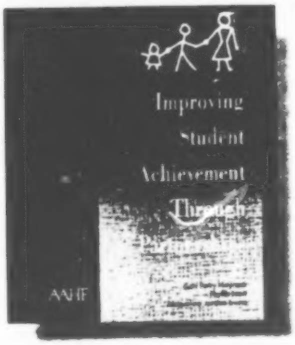


SC9401 — **Reimagining Professional Development**

Four presentations from AAHE's Fourth National Conference on School/College Collaboration, December 1993. ■ "National and Local Strategies for Building Teacher Expertise: A Necessary Relationship" by Sharon P. Robinson ■ "Race Matters" by Cornel West ■ "Organizing Communities for Student Achievement" by Ernesto J. Cortes, Jr. ■ "A Call to Action: Thinking — and Acting — K-16" by Kati P. Haycock. *(1994, 44pp.)*

AAHE members $10, nonmembers $12

NEW!



SC9201 — **Improving Student Achievement Through Partnerships**

Presentations from AAHE's 1992 National Conference on School/College Collaboration. ■ Kati Haycock challenges college and school educators to develop a system to improve achievement for all students ■ Phyllis Hart recounts how her inner-city Los Angeles high school quadrupled its students' college-going rate and increased their persistence and success in college ■ Jacqueline Irvine describes how intercultural conflict can contribute to academic failure for black students, and how effective collaboration can help improve their achievement. *(1992, 56pp.)*

AAHE members $10, nonmembers $12

What Works
AAHE

SC9202 — **What Works: School/College Partnerships To Improve Poor and Minority Student Achievement**

By Carol Stoel, Wendy Togneri, and Patricia Brown

This sourcebook provides background context, describes strategies used by successful programs, and profiles 23 effective partnership efforts, with contact names and telephone numbers. The profiles cover seven categories of partnerships: early identification; dropout prevention; focus on curriculum and instruction; professional paths; college access; schools on college campuses; and comprehensive. Excellent for anyone interested in establishing a partnership or looking for insight into additional strategies. *(1992, 96pp.)*

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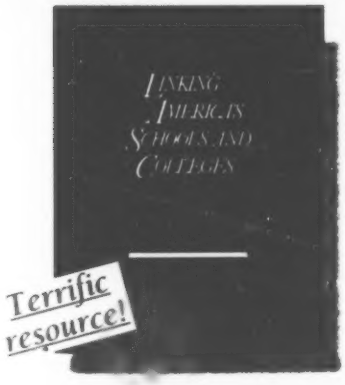
Collaborating With Schools

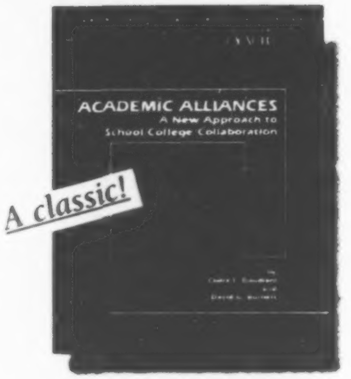


SC9101 — Linking America's Schools and Colleges: Guide to Partnerships & National Directory

Edited by Franklin P. Wilbur and Leo M. Lambert

Contains 200 detailed partnership profiles, plus contact information for another 1,200+ college partnerships in all 50 states, targeted at elementary, middle, and secondary levels in all content areas. Partnerships are divided into four groups: "Programs/Services for Students"; "Programs/Services for Educators"; "Coordination, Development, and Assessment of Curriculum and Instruction"; and "Programs to Mobilize, Direct, and Promote Sharing of Educational Resources." Also provides instructions for accessing and contributing to a comprehensive national computer database of partnerships. *(1991, 320pp.)*

AAHE members $22.50 each, nonmembers $24.95 each, for 1-9 copies. Bulk orders: 10-24 copies $21.20 each; 25-49 copies $19.90 each; 50+ copies $18.70 each.

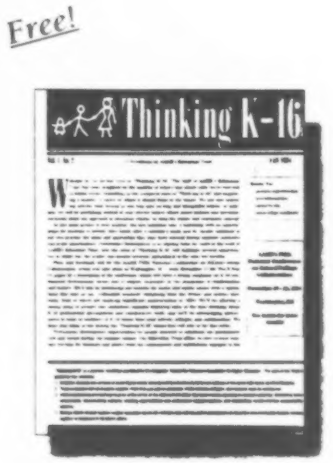


SC8501 — Academic Alliances: A New Approach to School/College Collaboration

By Claire L. Gaudiani and David G. Burnett

Coauthored by the founder of the Academic Alliance movement — i.e., local partnerships between school and college faculty from the same discipline who meet voluntarily and regularly to address issues of mutual concern. This monograph lays out rationale, incentives, and strategies. (Same item as #CI8601) (Sponsored by the ARCO Foundation) *(1985/86, 32pp.)*

AAHE members $4, nonmembers $5



Thinking K-16

Thinking K-16 is a quarterly newsletter of AAHE's Education Trust. Oriented to persons active or interested in issues of education reform, it focuses on improving the ways in which K-12 and postsecondary institutions can work together to increase student academic success.

Includes regular features on the Education Trust's Community Compacts and local K-16 initiatives, other national education reform programs, perspectives on foundation funding priorities, and national policy developments in areas such as Title 1. (Supported by the AEtna Foundation)

To get on the mailing list, contact editor Nevin Brown at 202/293-6440 x33 or by e-mail: brown@capcon.net

You may also check the box on the enclosed order form.

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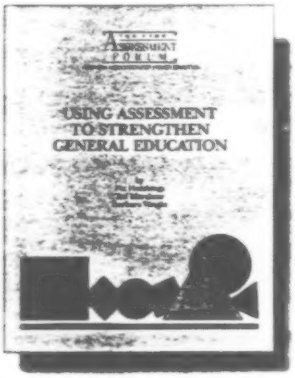
Super value!

AS9302 — **AAHE Assessment Publications Bundle**

A special collection of AAHE Assessment Forum resources. Ordered individually, these publications would cost more than double the price. The *Bundle* consists of the following (each is described in detail below): ■ Principles of Good Practice ■ Using Assessment to Strengthen General Education ■ Reprise 1991 ■ Catching Theory Up With Practice ■ Assessment Programs and Projects ■ Assessment 1990 *(both volumes)* ■ Time Will Tell ■ Behind Outcomes.

AAHE members $25, nonmembers $50


THE AAHE ASSESSMENT FORUM
USING ASSESSMENT TO STRENGTHEN GENERAL EDUCATION

AS9101 — **Using Assessment to Strengthen General Education**

By Pat Hutchings, Ted Marchese, and Barbara Wright

How assessment's questions and approaches can support this central component of undergraduate education. *(1991, 40pp.)*

AAHE members $8.50, nonmembers $10

AS9301 — **Conference Discussion Papers**

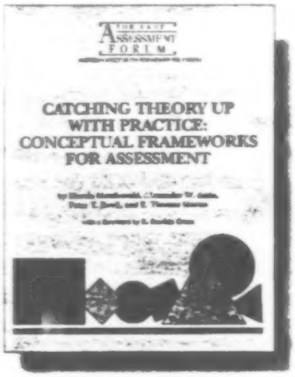
A collection of five papers commissioned for the 1993 AAHE Conference on Assessment. ■ Includes papers by Ann Ferren, Daniel Seymour, Peter T. Ewell, Barbara S. Fuhrmann, and Robert A. Armour, and others. *(1993, 46pp.)*

AAHE members $6, nonmembers $8

AS9102 — **Reprise 1991**

Reprints of two outstanding papers treating assessment's history, implementation, gains, and shortcomings, with examples of campus practice and an extensive bibliography. ■ "To Capture the Ineffable: New Forms of Assessment in Higher Education" by Peter T. Ewell (from *Review of Research in Education*) ■ "Watching Assessment — Questions, Stories, Prospects" by Pat Hutchings and Ted Marchese (from *Change*). *(1991, 80pp.)*

AAHE members $12, nonmembers $14


THE AAHE ASSESSMENT FORUM
CATCHING THEORY UP WITH PRACTICE: CONCEPTUAL FRAMEWORKS FOR ASSESSMENT

AS9103 — **Catching Theory Up With Practice: Conceptual Frameworks for Assessment**

By Marcia Mentkowski, Alexander W. Astin, Peter T. Ewell, E. Thomas Moran, and K. Patricia Cross

A conversation about how assessment practice connects with changes in the ways we think about epistemology, student learning, measurement, and evaluation. *(1991, 40pp.)*

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ASSESSMENT FORUM
ASSESSMENT 1990: UNDERSTANDING THE IMPLICATIONS

AS9001 — **Assessment 1990: Understanding the Implications**

Three presentations from the Fifth AAHE Conference on Assessment in Higher Education, June 1990 ■ "Streams of Thought About Assessment" by K. Patricia Cross ■ "The Truth May Make You Free, But the Test May Keep You Imprisoned: Toward Assessment Worthy of the Liberal Arts" by Grant Wiggins ■ "Assessment and the Way We Work" by Pat Hutchings. *(1990, 60pp.)*

AAHE members $10, nonmembers $12

AS9002 — **Assessment 1990: Accreditation & Renewal**

Two presentations from the Fifth AAHE Conference on Assessment in Higher Education, June 1990 ■ "Assessment and Accreditation: A Shotgun Marriage?" by Ralph A. Wolff ■ "Assessment as a Tool for Institutional Renewal and Reform" by Alexander W. Astin. *(1990, 40pp.)*

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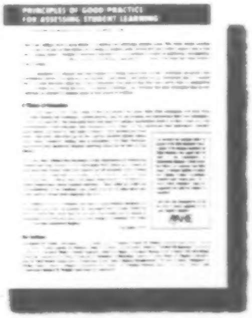

Principles of Good Practice for Assessing Student Learning

Offers nine principles that build on earlier efforts, by campuses and other groups, to articulate guidelines for assessment's practice. (Supported by the Exxon Education Foundation and FIPSE) *(1992, 4pp.)*

Available only in the Assessment Bundle (#AS9302)

Assessment

AS9003 — **Time Will Tell: Portfolio-Assisted Assessment of General Education**

By Aubrey Forrest and others

Product of an Exxon-funded study group that included fifteen experts in the field. A comprehensive guide to the implementation and use of student portfolios to assess general-education outcomes at individual and program levels. *(1990, 20pp.)*

AAHE members $7.50, nonmembers $9

AS9004 — **Assessment Programs and Projects: A Directory**

Edited by Jacqueline Paskow; updated by Elizabeth A. Francis

Concise descriptions of 30 assessment projects implemented on campuses across the country — including purposes, key features, strategies and instruments, and impact. *(1990, 90pp.)*

AAHE members $10, nonmembers $12

AS8901 — **Behind Outcomes: Contexts and Questions for Assessment**

By Pat Hutchings

The purpose of assessment is improved student learning, and improvement requires attention not only to final results (or outcomes) but to how results occur. Sets forth nine areas of inquiry for assessment that gets "behind outcomes," with appropriate methods for addressing each area and resources for further work. For both academic and student affairs educators. *(1989, 30pp.)*

AAHE members $4, nonmembers $5

AS8902 — **Three Presentations: 1989**

Three presentations from the Fourth AAHE Conference on Assessment in Higher Education, June 1989 ■ "Assessment as Transformation" by L. Lee Knefelkamp ■ "'Hearts and Minds': Some Reflections on the Ideologies of Assessment" by Peter T. Ewell ■ "You Can't Get There From Here" by Rexford Brown. *(1989, 60pp.)*

AAHE members $8.50, nonmembers $10

Note: Publications marked with an asterisk (*) are available in photocopy form only.

AS8801 — **Three Presentations: 1988**

Three presentations from the Third AAHE Conference on Assessment in Higher Education, June 1988 ■ "Assessment and Human Values: Confessions of a Reformed Number Cruncher" by Alexander W. Astin ■ "Assessment and Incentives: The Medium Is the Message" by Linda Darling-Hammond ■ "The Assessment Movement: What Next? Who Cares?" by Robert H. McCabe. *(1988, 60pp.)*

AAHE members $8.50, nonmembers $10

AS8802 — **Resource Packet II: Six Papers**

A packet of six individually bound papers. ■ "Acting Out State-Mandated Assessment: Evidence From Five States" by Peter T. Ewell and Carol M. Boyer *(12pp.)* ■ "Assessing Student Learning in Light of How Students Learn" by Joseph D. Novak and Dennis R. Ridley *(28pp.)* ■ "Faculty Voices on Assessment: Expanding the Conversation" by Pat Hutchings and Elaine Reuben *(12pp.)* ■ "Feedback in the Classroom: Making Assessment Matter" by K. Patricia Cross *(40pp.)* ■ "Standardized Tests and the Purposes of Assessment" by James M. Heffernan, Pat Hutchings, and Theodore J. Marchese *(24pp.)* ■ "An Update on Assessment" by Pat Hutchings and Theodore J. Marchese *(16pp.)*. *(1988)*

AAHE members $22.50/set, nonmembers $25/set

Three Presentations
Assessment Forum

AS8701 — ***Three Presentations: 1987**

Three presentations from the Second AAHE Conference on Assessment in Higher Education, June 1987 ■ "Assessing Content and Process: Challenges for the New Assessments" by Lee S. Shulman ■ "In the Eye of the Beholder: Perspectives on Quality" by Virginia B. Smith ■ "The Ethics of Assessment" by Donald M. Stewart. *(1987, 44pp.)*

AAHE members $4, nonmembers $5

AS8702 — ***Resource Packet I: Five Papers**

A packet of five individually bound papers. ■ "Assessment, Accountability, and Improvement: Managing the Contradiction" by Peter T. Ewell *(24pp.)* ■ "Assessment and Outcomes Measurement: A View From the States" by Carol M. Boyer, Peter T. Ewell, Joni E. Finney, and James R. Mingle *(5pp.)* ■ "The External Examiner Approach to Assessment" by Bobby Fong *(24pp.)* ■ "Six Stories: Implementing Successful Assessment" by Pat Hutchings *(20pp.)* ■ "Thinking About Assessment: Perspectives for Presidents and Chief Academic Officers" by Jack E. Rossmann and Elaine El-Khawas *(56pp.)* *(1987)*

AAHE members $6.50/set, nonmembers $8/set

Note: Publications marked with an asterisk (*) are available in photocopy form only.

CURRENT ISSUES IN HIGHER EDUCATION

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A series of collected best papers on selected issues. Suspended publication in 1986. Most of the papers are based on presentations made at AAHE's annual National Conference on Higher Education.

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CI8601 — Academic Alliances: A New Approach to High School/College Collaboration (Same item as #SC8501) $5.00

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CI8404 — *Vitality Without Mobility: The Faculty Opportunities Audit $3.50

1982-1983

CI8303 — Both publications: $5.75/set
CI8301 — *Underprepared Learners $3.50
CI8302 — *Liberal Learning and Career Preparation $4.60

1981

Available only as a set: $15

CI8101 — ■ *High School/College Partnerships ■ Creating an Integrated Curriculum: The "Higher" in Higher Education ■ *Partnerships With Business and the Professions ■ *Part-Time Faculty ■ *New Technologies for Higher Education

1980

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CI8001 — ■ *Improving Teaching and Institutional Quality ■ Funding Quality Improvement: Lessons From the FIPSE Experience ■ *Differing Perspectives on Declining Faculty Salaries ■ New Models for General Education ■ Integrating Adult Development Theory With Higher Education Practice ■ *Strategies for Retrenchment: National, State, Institutional

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Change is AAHE's award-winning bimonthly magazine. Published by Heldref Publications, under AAHE's editorial leadership, *Change* stands as higher education's most widely read magazine and a major contributor to conversation about higher education. Look to *Change* for strong opinion, good data, and in-depth treatment of issues that matter. **(Note special ordering instructions below.)**

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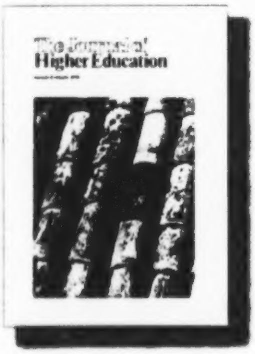

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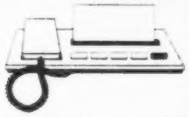

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Contact: EASI@EDUCOM.EDU or Carmela Castorina (editor), EASI. Ph: 714/830-0301; e-mail: ccastori@orion.oac.uci.edu

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